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ABSTRACT

Covering the period of June 1973 to May 1975, this report describes and evaluates a comprehensive K-12 career education program in the Somersworth schools in New Hampshire. The goals of the project were to increase (1) self-awareness, (2) decision making skills, and (3) awareness, exploration, and experience in a variety of career areas. The problem area is defined, project design and procedures are described, and specific results as related to each objective are presented along with conclusions and recommendations. Appended is a 23-page catalog of printed materials, audiovisuals, and equipment resources collected by the project and made available in the career education resources center. Also appended is a third party evaluation (74 pages) of the last year's accomplishments, including recommendations relative to program continuation and a discussion of some problems involved in evaluation of the project. An item by item analysis of teacher responses to a career education questionnaire with selected comments appears. The major portion of the evaluation is a review of the program goals and objectives with the evaluator's comments and recommendations. Teacher questionnaires are appended, along with reports on a career mathematics course, a cooperative school/business community program, and a program to improve student self-concept. A listing of brief descriptions of industrial arts offerings completes the document. (NJ)

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FINAL REPORT

Project No. V361023L
Grant No. OE-9-0-73-2968

A Career Education Program for the Somersworth School District

Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official Office of Education position or policy.

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June, 1975

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REPORT SUMMARY

Time Period

The time period covered by this final report encompasses the entire project duration of June 15, 1973 through May 15, 1975. Further details of activities can be found in the quarterly and third-party evaluation reports submitted previously.

Goals and Objectives

The focus of the goals and objectives for the Somersworth Career Education Project has remained the same throughout. There have been minor changes in wording, occasional consolidation of similar objectives and further delineation of those which required clarification. The primary purpose of the project is to modify the curriculum of the district to include a career education element which focuses on students attaining the attitudes and skills that will prepare them for making decisions surrounding career/personal life style choices.

The project addressed two major goals at each of three educational levels: elementary (grades 1-6), middle (grades 7-8), and high school (grades 9-12). One goal was common to all levels with the objectives and activities reflecting the differences in student grade level. That goal is: To provide opportunities for all students to develop a realistic awareness of self and to develop decision making skills, enabling them to arrive at valid decisions in those areas affecting their lives. The second goal at each level focuses on the world of work. In the elementary grades the goal is to provide an opportunity for all students to develop an awareness of careers. Middle School students are provided with opportunities to explore careers and alternative life styles. The high school world of work goal is to provide opportunities for all students to explore, prepare for, participate in and be placed in the occupational situation of their choice.

Procedures Followed

The direction and support for the Somersworth Career Education Project begins with the Executive Board. This board consists of all building principals, the Superintendent and Assistant Superintendent of Schools, the Career Education Director and Implementor as well as the ex officio membership of the State Director of Research Coordination and the third party evaluator.

Career Education had a major impact on the professional development of staff and consequently on the students of the Somersworth District. This development has been both overt, through workshops and conferences as well as, more significantly, covert, through providing opportunities to develop curriculum, financial assistance for innovative and imaginative classroom activities and through teachers serving on the building

implementation committees.

The development of the Career Education Resource Center is also an important addition to the district. The Resource Coordinator has been of great assistance to all staff by providing both human and material resources needed. A simple phone call can result in immediate delivery of the resources or information required. The Resource Coordinator has also been instrumental in setting up workshops dealing with effective use of a variety of audio visual materials and equipment. Most notably is the introduction of video tape use in the elementary schools.

Teacher and student activities requiring financial assistance have been approved through the use of mini-grants. Proposals for activities to meet career education objectives were submitted by teachers to a group of peers, the building implementation committees, for review. The principal, the Career Education Implementor and the Director also reviewed and subsequently approval was granted or modifications were suggested. This method of peer review was most effective.

Results and Accomplishments

The accomplishments of the Somersworth Career Education Project are many. The specific results as related to each objective are cited later in this report and in the third party evaluation report. However, more importantly, are the accomplishments which are not so easy to identify and report on paper. For many teachers, Career Education has provided the necessary element of support for the career education atmosphere or process already existing in their classrooms. Recognition of these classrooms by project staff has established them as models to be emulated. Many Career Education "experts" state that "good" teachers have been "doing" career education all along. The effect of the encouragement given these teachers is immeasurable and certainly worthy of note.

Another important accomplishment which is difficult to reflect in a report of this nature is the integration of career education concepts into the on going curriculum. To the outside "expert" looking for the career education process it may be obvious in a classroom while the teachers deny that they are "teaching career education". Most changes which have occured have been subtle and no attempt was made to "sell" a new program or curriculum. This subtle approach is effective but does, however, create some problems. Many people look for immediate, measurable results and quickly lose interest if they are not forthcoming. The subtle change process is a slow one but one which is longlasting. This change will continue to occur even after external funding and career education specialists cease to exist within the district.

Evaluation

Time restraints on both project staff as well as classroom teachers has prevented detailed, validated, reliable internal evaluation and testing. It was most difficult to establish control groups since

teachers were encouraged, even required, to adapt all new experiences to their own classrooms, student learning styles and teaching styles. The project has, in many cases, attempted to incorporate experiences which have been developed in other systems. The integration of activities into the on going curriculum creates so many variables as to make it difficult, if not impossible, to conduct a research effort with neatly packaged pre/post test results.

The third party evaluation report indicating the extent to which specific goals and objectives were achieved is found in Appendix C.

Conclusions and Recommendations

Results of a survey conducted in April 1975 show that 78% of the responding teachers and administrators feel that Career Education should be one of the top three priorities for the Somersworth School District. This support indicates the intent to continue including career education concepts in the curriculum by the majority of these staff members.

If one makes the basic assumption that through development of greater self awareness, acquisition of decision making skills, and awareness, exploration and experience in a variety of career areas results in successful career choice or choices in the future then one can conclude that the Somersworth project has indeed had great impact. The most significant results will, however, be observable only in the future. Only after several years can it be determined whether career education really makes a difference.

PROBLEM AREA

The Somersworth School District is committed to developing an educational program relevant to the uniqueness of each student. Prior to the introduction of career education concepts this was being partially accomplished through an individualized learning curriculum which had been established in varying degrees at all educational levels. Environments were being developed to foster maximum student learning by capitalizing on the uniqueness of each student's aptitudes, interests and abilities. Career Education has provided further development of an educationally relevant program focusing on each student as an individual by providing the student with a curriculum in which pursuit of a variety of activities directly related to career development is possible, rather than education for education's sake. Career education activities are not performed in place of already existing ones in most cases or as a new curriculum to be added to that already being taught but rather as an integral part of the educational system.

As well as addressing itself to the uniqueness of each student, the Somersworth Career Education Project has attempted to focus on the limited aspirations held by many students. Economic conditions for a high percentage of students fall well below the state average and lack of parental income restricts the opportunities available for post-secondary education. However, more restrictive than financial considerations for self-improvement and professional training is the attitude of many parents. The vision of both parents and students is often influenced by the fact that both parents work in low level ability occupations and have never attended college and in many cases never completed high school. Too often the goal of students is to complete high school and establish themselves in some job in the local unskilled labor force, where, given present economic conditions, job opportunities may be extremely limited.

Somersworth Career Education assists a student in clarifying values and attitudes, acquiring decision making skills and provides knowledge and experience in a variety of occupations so successful career choices can be made throughout a lifetime whether those choices be made in the local area or in a location far removed from Somersworth.

Much of the theoretical literature regarding career education recommends an integrated approach with the existing curriculum or refers to career education as a method of teaching skills. However, many of the existing career education programs tend to "teach" career education rather than using it as a vehicle for teaching skills and subject matter content. It has been the intent of this project that the implementation be truly an integral and integrated part of the instructional system.

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GOALS AND OBJECTIVES

GOAL 1 SELF AWARENESS AND DECISION-MAKING - TO PROVIDE OPPORTUNITIES FOR ALL STUDENTS TO DEVELOP A REALISTIC AWARENESS OF SELF AND TO DEVELOP DECISION-MAKING SKILLS, ENABLING THEM TO ARRIVE AT VALID DECISIONS IN THOSE AREAS AFFECTING THEIR LIVES.

1.1 Outdoor/Field Experience - The Implementor, in cooperation With the Outdoor Education Committee, will continue the Outdoor/Field Experience Program. This program will be started by October 1, 1974, and will involve at least 50 students from grades 1-6. A major component shall be a three day outdoor/field experience, which will result in 80% of the participants being able to:

1. Understand the rights and responsibilities of an individual and a group.
2. Understand and be aware of the consequences of personal and group decisions.
3. Express alternative approaches in the solution of problems.
4. Understand the importance in recognizing personal and group limits.

as measured by a test prepared with assistance from the third party evaluator.

1.2 Upon completion of instructional activities dealing with the importance of every individual and their interdependence, at least 50 students from grades 1-4 will understand the importance of each individual's role and functions in the home and the school, and their relationship to it, as measured by a commercially or locally developed test.

1.3 After appropriate instruction using commercially prepared materials such as "bread and butterflies, as well as a variety of outdoor education experiences, at least 50 students from grades 5 and 6 will understand the components of the decision-making process, and will apply this process to school, home, and socially related problems, as measured by appropriate evaluation processes developed by the third party evaluator and/or the teacher.

GOAL 2 CAREER AWARENESS - TO PROVIDE AN OPPORTUNITY FOR ALL STUDENTS TO DEVELOP AN AWARENESS OF CAREERS.

2.1 By June 15, 1975, and preceded by appropriate instructional activities, at least 50 students from grades 1-4 will be

able to identify jobs at home and in the school and will further be able to identify the jobs necessary to maintain the community as measured by a commercially or locally developed test.

2.2 By June 15, 1975, and preceded by appropriate instructional activities, such as the use of "bread and butterflies" T.V. series, at least 50 students from grades 5 and 6 will understand the basic skills and abilities needed in each of the following occupational groups as measured by a teacher-made test: a)Goods (supplies); b)Industry; c)Commerce; d)Social Sciences; e)Services; f)Humanities and Fine Arts.

2.3 Field Trips - By June 1, 1975, the Implementor along with teachers will have organized, coordinated and completed a field trip program that will involve at least 25% of all elementary students participating in 2 or more field trips to local businesses, industries or governmental agencies. As a result, the students will demonstrate increased awareness of careers in the project area, as measured by documentation of field trip outcomes, prepared by the teacher in charge, and as reviewed by the Implementor and the third party evaluator.

GOAL 3 SELF AWARENESS AND DECISION-MAKING - TO PROVIDE OPPORTUNITIES FOR ALL STUDENTS TO DEVELOP A REALISTIC AWARENESS OF SELF AND TO DEVELOP DECISION-MAKING SKILLS ENABLING THEM TO ARRIVE AT VALID DECISIONS IN THOSE PERSONAL/INTERPERSONAL AREAS AFFECTING THEIR LIVES.

3.1 Outdoor Education - All students in grades 7 and 8 will participate in the Initiative Course and at least 30 students from grades 7 and 30 students from grade 8 will participate in at least one-1, 2, or 3 day outdoor trip integrating subject matter studies by June 15, 1975. At the conclusion of the program, 75% will demonstrate a more realistic image of himself and be able to apply the decision-making process as measured by a pre/post evaluation instrument developed locally or commercially prepared.

3.2 Values Clarification - A program of values clarification activities and exercises, including the "Page One Program", Guidance Associates Films, Outdoor Education activities, and other locally and commercially developed materials and concluded by June 15, 1975 will result in 80% of the participating students being able to express their values with increased clarity, as measured by a pre/post evaluation instrument developed by the third party evaluator and/or the teacher(s).

3.3 By June 15, 1975, at least 100 7th and 8th grade students will have participated in a variety of decision-making activities. These may include commercially produced units such as "Deciding" or "Decisions and Outcomes"; performance contracting in the academic areas and choices in mini-course selection and will result in 75% of participating 8th graders demonstrating their decision-making abilities by successful participation in the High School arena scheduling process to determine their course selections for September, 1975.

GOAL 4 BEGINNING CAREER EXPLORATION - TO PROVIDE AN OPPORTUNITY FOR ALL STUDENTS TO BEGIN TO EXPLORE CAREERS AND ALTERNATIVE LIFE STYLES

4.1 By May 15, 1975, all 7th grade students will have participated in a brief study of the 15 occupational clusters and an in-depth research into at least one cluster or occupation which will result in 75% of 7th grade students knowing how and where to locate occupational information as measured by a teacher made test.

4.2 Mini-Courses - By January 1, 1975, the Director, Implementor, School Guidance personnel, and teachers will develop a program of mini-courses designed to give 50% of the eighth grade students increased awareness of and hands-on exploration of four career clusters elected by the students. As a result, at least 80% of the participating students will make a tentative career decision that will be consistent with the results of the aptitude and interest inventory test given to all students in October, 1974.

4.3 Matching Program - The program is designed to match individual students with a citizen in the community for a day at his job and at his home. 25 students in grade 7 and 25 students in grade 8 will participate in the Matching Program between October 1, 1974 and June 1, 1975. As a result, at least 80% of the participating students will demonstrate increased awareness of that occupation and the life style associated with that career as measured by a student questionnaire and evaluation form prepared by the teacher and/or students.

4.4 Field Trips - By June 1, 1975, the Resource Coordinator and appropriate teachers will have organized, coordinated and completed a field trip program involving at least 25% of all Middle School students who will participate in four trips to local businesses, industries or governmental agencies. As a result, at least 40% of the participating students will demonstrate increased understanding of the interdependence of occupations and

the roles and responsibilities of individuals as they perform their work tasks, as determined by an evaluation questionnaire commercially or locally developed.

GOAL 5 SELF AWARENESS AND DECISION-MAKING - TO PROVIDE OPPORTUNITIES FOR ALL STUDENTS TO DEVELOP A REALISTIC AWARENESS OF SELF AND TO DEVELOP DECISION-MAKING SKILLS ENABLING THEM TO ARRIVE AT VALID DECISIONS IN THOSE AREAS AFFECTING THEIR LIVES.

5.1 By November 1, 1974 a survey will be conducted by the Implementor, Guidance Personnel and selected teachers to determine existing student attitudes in grades 9-12 as well as surveying the existing curricular offerings focusing on self awareness. As a result of this survey activities focusing on values clarification, attitude change and self awareness will be developed and implemented by February 15, 1975. These activities might include Creative Dramatics and Outdoor Education Programs but should not be limited to these alone. 20% of the students in grades 9-12 will participate and such participation will result in 80% of the students demonstrating increased development of self image as measured by a pre/post instrument prepared by the participating staff members.

5.2 Critical Decisions Program - The Guidance Staff will offer a Critical Decisions Program, making use of the Ohio Vocational Interest Survey and the CEEB program "Decisions and Outcomes". This program will be started by October 15, 1974, and will involve 25% of all Junior and Senior students at the high school. The program shall consist of regular, organized and informal, group counseling situations in which participating students can bring their decision making skills to bear upon the identified basic and common critical desisions facing them in their immediate future. Appropriate human and material resources would be made available. As a result, 80% of the participating students shall arrive at closure on at least one of the identified critical issues.

GOAL 6 EXPLORATION, PREPARATION, PARTICIPATION, PLACEMENT - TO PROVIDE OPPORTUNITIES FOR ALL STUDENTS TO EXPLORE, PREPARE FOR, PARTICIPATE IN AND BE PLACED IN THE OCCUPATIONAL SITUATION OF THEIR CHOICE.

6.1 By June 15, 1975 the Career Education Implementor with the assistance from the Regional Vocational Director and selected high school staff members will have formulated, printed, and have accepted by the Somersworth School Board; a master plan of all work experience and cooperative education learning activities taking place and planned for the Somersworth School District. The plan will detail the administrative structure of work experience programs and list the responsibilities of students, teachers, and employers.

6.2 By June 15, 1975 no less than 10% of the students enrolled in Somersworth High School will have earned and been granted credit for work-experience activities completed during the 1974-1975 school year.

6.3 By June 15, 1975 the following Special Skills Training Programs will have been completed involving a selected number of High School students.

a. Key punch simulator operation
b. Dictation - Transcription skills
c. Magnetic card typewriter operation
d. Lens grinding/telescope/astronomy program
e. Mini-Nucleonics generator use
f. Electronic display calculator course
g. Biological water analysis
h. School newspaper production (journalism, graphics, distributive education)
i. Back hoe operation
j. Dump truck operation
k. Snow removal operations

Upon completion of the individual program components, 80% of the students will show a marked increase in the appropriate skill area.

6.4 By June 15, 1975 the Career Education Implementor and the Regional Vocational Director will have formulated and have accepted by the Somersworth School Board and the New Hampshire Division of Vocational Education, a plan for implementation and operation of all skill training activities and programs. The plan to include but not be limited to:

a. terminal objectives of each program
b. need for the program
c. cost of each program
d. estimated time of implementation
e. a process for evaluation of each program

6.5 By June 15, 1975 a variety of leisure time activities will have been introduced by appropriate staff members. These will include but not be limited to Outdoor Education Activities, Chess Club, Astronomy Club. The activities will focus awareness and interest of students on the value of appropriate use of leisure time. As a result of the program, at least 50% of the participants will adopt a leisure time activity they did not have previously.

6.6 Prior to the beginning of the final quarter of the 1974-75 school year, a commonalities course will have been field tested and recommendations for revisions made by June 15, 1975. All students participating in the work study/work experience programs as well as other interested students will be involved in this accredited course. The commonalities course will consist of a wide range of activities designed to address problems, issues, and needs common to all people entering the "World of Work".

6.7 By June 30, 1975, all graduating high school seniors in Somersworth will have had opportunity to be placed in 1. the world of work, 2. further education or 3. a combination of both work and education.

PROJECT MANAGEMENT AND ADMINISTRATION

GOAL 7 TO DESIGN, DEVELOP, AND IMPLEMENT A STRATEGY THAT WILL INSURE EFFECTIVE AND EFFICIENT PROJECT MANAGEMENT.

7.1 An executive board will be created, consisting of the Superintendent and Assistant Superintendent of Schools, Principals/Assistant Principals from participating schools, the Project Director (Ex Officio) and the Project Implementor, for the purpose of establishing policy and providing overall supervision of the Somersworth Career Education Project.

7.2 An Advisory Board will be created, consisting of representatives from the student body, teaching staff, and public-at-large, for the purpose of reviewing project programs/activities and making recommendations on SCE policy to the Executive Board.

7.3 The Project Director and/or Implementor will develop progress charts, time lines, budget projections, job descriptions and report formats necessary to the successful management of the SCE project.

7.4 External Evaluation - The Somersworth Career Education Project shall, by October 15, 1974, contract with a third party for project evaluation services. The evaluation strategy will include a comprehensive design for assesing process, as well as product outcomes of SCE programs and activities.

7.5 Internal Evaluation - The Project Director and Implementor assisted by the external evaluator, will, by November 1, 1974, develop an internal evaluation system for the purpose of providing the project staff and district decision-makers with relevant information in the area of:

Student Cognitive Skill Development
Student Attitude

Teacher/Parent Attitudes
Career Awareness Levels
Student Employment Trends
Community Resources for Career Education

7.6 The Project Director, assisted by the third party evaluator, will develop a comprehensive needs assessment designed to be implemented at the end of each fiscal year. The needs assessment will provide discrepancy information to project staff and the Executive/Advisory Boards for the purpose of program expansion or modification.

DISSEMINATION

GOAL 8 TO DISSEMINATE INFORMATION ABOUT THE SOMERSWORTH CAREER EDUCATION PROJECT THAT WILL EFFECTIVELY INFORM ALL TARGET GROUPS OF THE GOALS, OBJECTIVES, ACTIVITIES AND OUTCOMES (BOTH PRODUCT AND PROCESS) OF THE PROJECT.

8.1 By November 1, 1974, the Project Director or Implementor will have prepared a dissemination strategy/design that will result in the effective dissemination and diffusion of promising SCE practices to local, state, and national target audiences.

8.2 Between July 1, 1974, and the period marking the termination of the N.H. SDE's involvement in the project, the Project Director will establish a process for continuing and expanding dissemination activities around SCE programs in particular, and career education in general.

8.3 Six months prior to the termination of NHSDE involvement in the project, the Director will have developed a planned strategy to diffuse information about the products and processes of the project that will result in 20 inquiries from other districts relating to the possible adoption or replication of key elements of the Somersworth Career Education Project.

GUIDANCE AND COUNSELING

GOAL 9 TO DESIGN, DEVELOP AND IMPLEMENT A STRATEGY THAT WILL INSURE AN EFFECTIVE, COORDINATED K-12 PUPIL-CENTERED GUIDANCE AND COUNSELING PROGRAM FOR THE SOMERSWORTH SCHOOL DISTRICT

9.1 Between February 1 and June 30, 1975, a Guidance and Counseling Planning Committee will develop a statement of goals and a Management by Objectives Model for the elemen-

tary and secondary guidance and counseling component of the Somersworth School District. The model will address student guidance/counseling needs in at least four areas:

1. Academic
2. Vocational
3. Career
4. Social

9.2 A minimum of 6 visits, supported by SCE, will be made by Somersworth Guidance and Counseling personnel to: career education conferences; model career education projects; and other activities that would serve to advance career education in the Somersworth School District.

9.3 The Guidance and Counseling Planning Committee will review existing district philosophy/policy regarding pupil testing (cognitive, affective, interest, aptitude) and make recommendations for a comprehensive testing program to meet pupil-educator needs.

IN-SERVICE TRAINING/INSTRUCTIONAL MATERIALS DEVELOPMENT

GOAL 10 TO PROVIDE THE TEACHERS AND ADMINISTRATORS OF THE SOMERSWORTH SCHOOL DISTRICT WITH THE NECESSARY INFORMATION, SKILLS AND MATERIALS FOR THE EFFECTIVE IMPLEMENTATION OF K-12 CAREER EDUCATION PROGRAM IN THE SCHOOL DISTRICT.

10.1 The Project Director and Implementor will continue to encourage and support the SCE Resource Center and the Resource Coordinator which will provide:

1. Student career information
2. Teacher/administrator career awareness
3. Instructional materials development and use
4. In-service (career education) training program development.

10.2 The Project Implementor will re-create by October 1, 1974, Implementation Teams for each building of the Somersworth School District. The teams will be composed of 3-5 teachers each, and will be responsible for determining the direction of activities within individual buildings using the SCE proposal as a guide.

PROJECT DESIGN AND PROCEDURES

The Somersworth School District enrollment is approximately 2,700 students housed in six elementary schools, one 7th and 8th grade middle school and one high school. This includes the two feeder elementary schools, Somersworth Catholic School and Rollinsford Grade School. The staff totals approximately 150 members. Over the three year period it can safely be said that all staff and students were involved in some aspects of career education. The degree to which a teacher participated was determined by that teacher's own time, commitment and initiative.

A wide variety of resources was used by staff members in becoming aware of, understanding and accepting career education concepts; becoming familiar with relevant career education materials; and in the preparation of a plan for system-wide implementation of activities.

The initial awareness phase was accomplished on an individual, independent basis, as well as in several short group meetings held by individual planning teams at each level. Concepts and theories were discussed and clarified through the sharing of ideas from independent readers. Next came a block of time devoted to research and visitation of Career Education projects presently in operation throughout New England. Much information regarding on going programs was gained through the ERIC, AIM and ARM information retrieval systems.

Workshops, utilizing outside consultants, were another resource used to gain knowledge of the techniques and methods used in focusing on career education elements. Beginning research efforts also included a student/staff needs assessment survey.

The next step was the writing stage in which district staff members pooled their resources and began adapting curriculum for the various grade levels and disciplines. The communication and cooperation which occurred between schools, and various disciplines was an unpredicted positive outcome of this development process.

After a great deal of curriculum had been developed during the first year, the project suffered from a lack of leadership and there was a virtual suspension of all activities for a critical period of approximately four months.

Even after a new leadership structure was established, the original enthusiasm and momentum never quite reappeared. It is suggested that this setback caused much of the newly developed curriculum to be used only by the staff by whom it was developed and prevented the thorough field testing, evaluation, revision and consequent sharing of proven practices which had originally been anticipated. The need for immediate, visible results affecting large numbers of students was felt to be a priority by the new leadership if career education was to retain any of its original credence.

The project staff has chosen not to provide mass distribution of locally developed curriculum materials. The overabundance of career education materials nationally, which have not been thoroughly tested and

revised, prompted this decision.

It should be noted that there are many excellent curriculum materials already available from commercial publishers as well as materials produced by other projects available through the ERIC clearinghouse and further reproductions of similar materials would prove to be a duplication of effort.

The implementation phase of the project was unique in many ways. Teachers were not obligated by administrators to adopt or participate in career education activities. Many teachers adapted on going classroom experiences to include a career focus without utilizing any extra or special resources other than the teacher's own initiative and imagination. These classroom experiences are the most difficult to document.

Other staff members had ideas or wished to do projects which required financial support. These proposals were submitted to a peer group of teachers as a mini-grant application. This method of initiation and review of proposals was very well received and provided for continued ownership in project activities by district staff. The first phase of implementation showed evidence of the great desire for immediate, visible results while during the second phase, a much greater emphasis was placed on activities, projects, courses and resources which would have lasting, long term effects after external funding ceased. It was with this in mind that only half of the transportation costs for each field trip during the second phase was funded through the project with the remaining half to be donated or raised by the participating class. The necessity to find alternative sources of funding was seen as an important step in the phasing out of external funds. It has been the intent of this project to introduce a concept, which, once established, would not cost the local district extra funding. It is felt that this goal has been realized.

The Career Education Resource Center, staffed by a Resource Coordinator has been a valuable and necessary component of the project. A file of over thirty five cooperating businesses and industries is located in each school and a catalog of the resources available through the center is attached as Appendix A. Each item received for Career Education use is cataloged with author, title, and subject cards. The information contained on the cards include six areas: 1. Career Element; 2. Developmental Level; 3. Content Discipline Area; 4. Type of Material; 5. Population Served (student and/or Instructional Personnel); 6. USOE Occupational Cluster. The subject cards are sub-titled under areas one, three and six.

These materials will continue being located in the Center at the High School and are available on a sign out basis to any teacher in the district. Teachers can pick up materials themselves or make use of interschool mail. The Resource Coordinator has been hired by the district in a different capacity for next year but as an extra duty he will continue the general supervision of all resources. The project staff feels the necessity of maintaining a central resource center rather than assigning various materials to different schools where they tend to be horded and forgotten about by the rest of the staff.

A technique which proved to be useful in gaining input from district

staff was the twice per month meeting of the eight building coordinators with the Implementor. Many innovative ideas resulted from these meetings including that of the Career Cluster Box for the elementary level.

RESULTS AND ACCOMPLISHMENTS

The Somersworth Career Education Project has had impact on the total educational program. The efforts toward individualization already in progress have been supported and were supportive in integrating career education concepts at all educational levels.

The curriculum materials which were developed for local use are listed in Appendix B. As was stated previously, these materials have not been thoroughly field tested and validated and are, therefore, not available for mass distribution. Use in the Somersworth District will continue and perhaps at a later date revision will take place and these materials will be made available to a larger audience.

Also enclosed with this report is a booklet entitled Imprints and Shadows which is a pictorial presentation of some of the accomplishments of the project published with the hope of providing ideas for others in the development of their own career education programs. It is not, however, intended to serve as a curriculum guide.

The professional improvement of district staff through workshops and curriculum development has been important especially in view of the fact that this project has been unique in addressing all students and teachers in all grade levels and involving the community as well.

Anotner major accomplishment has been the introduction to and acceptance of an educational concept by the majority of staff. It is significant to note that the activities begun will continue after external funding ceases without a local budget allocation. Additional resources desired will be budgeted as a part of the regular on going educational program.

Dissemination of project activities has occurred through a wide variety of media. A periodic newsletter reaches a local, state and national audience. Inquiries regarding project activities are received at the rate of two or three per week and all are answered. The project staff have been involved as presentors at various workshops throughout the state including classes at the University. A presentation of activities was also made at the American Vocational Association Convention in New Orleans.

CONCLUSIONS AND RECOMMENDATIONS

The major goal of the Somersworth Career Education Project was to modify the educational program of the district to include a career education element which focuses on students attaining the attitudes and skills that will prepare them for making decisions surrounding career choices. The base of activities for accomplishing that goal through staff development, acquisition of resources, development of rapport with the community coupled with the continued support of the administration will, over time, accomplish that goal.

Ownership of activities and learning experiences by local staff is an important aspect in the acceptance of career education by district staff. It is recommended that the use of special curriculum writers be avoided. Experience has shown that many teachers are reluctant even to use curriculum developed by peers in the same school preferring to devise their own activities. A great deal of the success of the project can be attributed to the development of curriculum by local teachers for their own use.

It is also recommended that at the beginning of a project attention be given to providing immediate, visible results involving students while at the same time, further curriculum is being developed. Staff, community and students need to see immediate effects, no matter how small, in order to build support and enthusiasm for the project.

It is further suggested that the three year duration of the project was too short a time to effect such an all encompassing major change in an educational program spanning all grades and disciplines. It would be extremely difficult to eliminate some grade levels or certain disciplines in order to involve a less diverse population but given the present situation that might have been the wisest course of action. Effecting long lasting change is a slow, slow process.

The career education concept has been widely accepted throughout the district by both teachers and administrators. There may have occasionally been complaints concerning administrative policies or practices or differences of opinion concerning the value of some activities, however, experience with this project has indicated a unanimous positive attitude toward the concept by all involved.

It is recommended that the Executive Board continue to meet on a reduced schedule throughout the coming year to provide continuity of programs. It is further recommended that the Advisory group consisting of a coordinator from each building continue to meet either with the former Resource Coordinator or with the Executive Board to provide a forum for discussion and to help coordinate activities.

Report Prepared by: Susan E. Klaiber
Susan E. Klaiber
Implementor

Approved by: Norman D. Yeaton
Norman D. Yeaton
Director

APPENDIX A

RESOURCE CATALOG

CATALOG

SOMERSWORTH CAREER EDUCATION RESOURCE CENTER

(LOCATED AT SOMERSWORTH HIGH SCHOOL)

JUNE, 1975

CONTENTS

Books and Other Printed Materials	1
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BOOKS AND OTHER PRINTED MATERIALS

Action Now
By: Charles M. Brown, et. al. - CE 502

About Typewriting
By: Raymond Pieslak - CE 564

Advertising Careers, Opportunities in
By: George T. Clarke - CE 652

The Art of Sewing
By: Yvonne M. Hillinger - CE 554

Assisting Business In Disadvantaged Areas: Suggestions for Distributive Education Personnel
By: Project DE-SBA - CE 592

Auto Body and Fender Repair
By: Leonard Colucci - CE 579

Auto Body Refinishing
By: Leonard Colucci - CE 573

Auto Body Repair -1
By: John E. Radvany - CE 601

Auto Mechanics
By: David B. Bachman - CE 169

Auto Mechanics
By: Erwin E. Bischoff - CE 596

Automobile Mechanics
By: Henry Lutton - CE 168

Basic Estimating for Masons
By: Victor Heppa - CE 555

Blueprint Reading for Masons
By: Victor Heppa - CE 566

Bread and Butterflies
By: Agency for Instructional Television - CE 707

Bricklaying
By: William A. Matz - CE 171

Building Construction Related Drawings: Teachers Guide- Behavioral Objectives-Individualized Curriculum
By: Charles Green - CE 574

Building Construction: Skills Outline, Behavioral Objectives, Individualized Curriculum
By: Donald Gross - CE 575

Building Custodian: Suggested Guide for a Training Course
By: U. S. Department of Health, Education, and Welfare - CE 607

Building Maintenance: Course of Study Outline
By: Raymond E. Pearson - CE 551

Career Development Activities
By: Abington School District - CE 281

Career Education
By: U. S. Department of Health, Education, and Welfare - CE 726

Career Education: A Handbook for Implementation
By: U. S. Office of Education - CE 233

Career Education Activities Through the World of Work Resources
By: ABLE Model Program - CE 339

Career Education in the Elementary School: A Real Life Drama
By: ABLE Model Program - CE 402

Career Education Resource Guide
By: James E. Bottoms - CE 503

Career Mathematics, Industry & Trade
By: Lyng, Meconi, and Zwick - CE 727

Carpentry
By: Roger Fisher, and Joseph Jackson - CE 170

Carpentry Blueprint Interpretation
By: Vojkan Nikol - CE 577

Carpentry and Cabinet Making
By: Walter C. Gudehus - CE 595

Carpentry - House Framing
By: Anthony A. Nittoli - CE 562

Challenges of Humanistic Psychology
By: James F. T. Bugental - CE 253

Child Care
By: Catherine M. Kirtz - CE 550

Children's Dictionary of Occupations
By: CFI - CE 735

Clarifying Values Through Subject Matter: Applications for the Classroom
By: Merrill Harmin, Howard Kirschenbaum, and Sidney B. Simon - CE 543

Commercial Foods
By: Gene P. Rendleman - CE 578

Composition for Personal Growth: Values Clarification Through Writing
By: Sidney B. Simon, Robert C. Hawley, and D.D. Britton - CE 526

Construction Safety, Site Clearing, Safety in Industry
By: Francis L. Otto - CE 675

Consumer & Business Mathematics
By: Robert Meyer - CE 729

Consumer Education Series
(Titles: A Place to Live, Government Services for Consumers, Teen-ager & his Family, Viewing your Career, Consumer Purchasing, Health & Leisure, Car Purchase & Maintenance, Dollar Power)
By: Pendulum Press - CE 673

Cooperative Office Education
By: Paul G. Burghardt, and Christine R. Shack - CE 617

Coping with the Slow Learner
By: Stephen Lowell - CE 731

Course Outline for Exploring the World of Work (Eighth Grade)
By: Alabama State Department of Education - CE 540

Course Outline for Introduction to the World of Work (Seventh Grade)
By: Alabama State Department of Education - CE 541

Creativity & Communications, Opportunities in
By: Institute for Behavioral Research in Creativity - CE 656

Cross Discipline Planning
By: Antonellis & James - CE 737

Custodial Training
By: Educational Resources Center - CE 521

Dealing with Aggressive Behavior
By: Educational Research Council of America - CE 721

Dealing with Causes of Behavior
By: Educational Research Council of America - CE 722

D.E. Notes: "An Orientation Course of Studies in Data Processing for Students of Distributive Education."
By: Albert Sternberg - CE 606

Deciding
By: H. B. Gelatt, Barbara Varenhorst, and Richard Carey - CE 209

Decimals & Percentage I DECIMALS
By: Hauck, Moore, and Smith - CE 644

Decimals & Percentage II PERCENTAGE
By: Hauck, Moore, and Smith - Ce 643

Decisions and Outcomes
By: College Entrance Examination Board - CE 673

Developing Distributive Education Programs: A Manual for School Administrators
By: Norman C. Woerner - CE 593

Development and Evaluation of Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. Fourth Quarterly Technical Report, a Vocational Guidance Plan for Junior High School
By: Edward Morrison - CE 197

Distributive Education Training Sponsors Handbook
By: Edward Meletta and Ralph Bregman - CE 587

Distributive Education for the Disadvantaged
By: Melvin Schwartz, and Ralph Bregman - CE 605

Distributive Education: Special Needs Consideration for the Disadvantaged
By: Gene Dolnick - CE 585

Education and Jobs: The Great Training Robbery
By: Ivar Berg - CE 222

Electrical Wireman
By: F. A. Harvey, et. al. - CE 630

Elementary Arc Welding Skills
By: John E. Pierson - CE 614

Elementary Career Education Activity File
By: Gwen Meserve (Chandler School Teacher) - CE 548

Elementary School Learning Resources for Career Education
By: Edwin York, Perusek Wesley, et. al. - CE 230

Encounter Groups
By: Carl R. Rogers - CE 274

Fantasy and Feeling in Education
By: Richard M. Jones - CE 259

Fashion Fabrics Part I: Related Textile Information and Theory for the Apparel Trades
By: Marie McDonnell - CE 557

Finding Your Job
By: Finney Company - CE 517

Finding Your Job Workbook
By: Marilyn Granbeck - CE 334

First Steps: Planning a Career Development Activity in Your Classroom
By: ABLE Model Program - CE 400

Food Service
By: Barbara K. Furneisen - CE 624

Food Service: Teachers Guide
By: Barbara K. Furneison - CE 623

Forms in Your Future
By: M. Goltry - CE 531

The Framing Square
By: R. James Giuliano - CE 549

Freedom to Learn
By: Carl R. Rogers - CE 251

Fresh-Water Biology
By: Needham & Needham - CE 678

Fundamental Statistical Concepts
By: Frederic E. Fischer - CE 646

Games
By: Frank W. Harris - CE 404

Grades 7, 8, and 9 Learning Resources for Career Education
By: Edwin York, Priscilla Walsh, et. al. - CE 231

A Guidance and Curriculum Guide for Junior High School Grade Nine General Occupations Program
By: Thomas F. Christensen - CE 167

Guidelines for Home Economics Education in Secondary Schools
By: Stephen Poliacik - CE 609

A Guide to Distributive Education Coordination
By: Elmer V. Zelco - CE 588

A Guide to the Use of Transparancies for the Business Education Teacher (General Business or Non Skill Areas)
By: Gaetano E. DiHamo - CE 612

Health Careers for NH: Directory of Career Opportunities in the Health Field
By: NH Health Council - CE 534

Heavy Equipment Curriculum (Construction)
By: Educational Resources Center - CE 518

Help Yourself to a Job: Parts I, II, & III
By: Yvette Dogin - CE 331, 332, & 333

Here Comes Tomorrow; Living and Working In the Year 2000
By: Staff of the Wall Street Journal - CE 105

Here It Is
By: Charles M. Brown - CE 501

Home Economics: Cooperative Education Programs for Youth and Adults
By: Robert M. Worthington - CE 619

Homemaking Education: Resource Materials for the Playschool
By: Marie Meyer - CE 621

How to Lie With Statistics
By: Darrell Huff - CE 626

Human Development Program Levels I, II, III, IV, V, VI
By: Bessell & Palomares - CE 648

Human-Persons and the Use of Psychoactive Agents
By: Educational Research Council of America - CE 723

Human Relations Development; A Manual for Educators
By: George M. Gazda - CE 273

I Am Lovable and Capable
By: Sidney Simon - CE 716

I Can Do It
By: Carl Fischer - CE 215

Image of the World of Work, Volume III
By: Colorado State University and Rocky Mountain Educational Laboratory, Inc. - CE 539

Innovative Projects in Distributive Education
By: Mathew Matis - CE 582

Instructional Materials for Distributive Education
By: Brian Stevenson - CE 584

Interpersonal Effectiveness Diagnosis
By: Human Development Training Institute - CE 674

An Introduction to the Art of Photoengraving, Volumes 1, & 2
By: Alexander Beaze - CE 552, & 553

It's Easy to be Liked
By: Anney McGravie - CE 327

I Would Like to be a Pony and Other Wishes
By: Dorothy W. Baruch - CE 276

Job Family Series
By: Science Research Associates - CE 532

Know Yourself
By: Dr. Arnold L. Ganley, and Dr. George S. Elias - CE 108

Landscaping
By: Educational Resources Center - CE 522

Learning Discussion Skills Through Games
By: Gene Stanford, and Barbara Dodds - CE 625

Learning to Feel - Feeling to Learn
By: Harold C. Lyon, Jr. - CE 245

Learning to Sew, Parts 1 & 2
By: Mary Funari - CE 558a, and 558b

Lots of Things: Books I & II
By: Yvette Dogin - CE 329, and 330

Magnetic Tape Selectric Typewriter
By: Raymond F. Pieslak - CE 620

Maintenance Tips for Custodians
By: Washington State Division of Vocational Education - CE 677

Making Urban Schools Work; Social Realities and the Urban School
By: Mario Fantini, and Gerald Weinstein - CE 271

Manpower Needs for National Goals in the 1970's
By: Leonard A. Hecht - CE 261

Manufacturing
By: Alabama State Department of Education Course Outline for Exploring the World of Work (Eighth Grade) - CE 540

Masonry: Teachers Guide
By: Charles Ahl - CE 615

Math for Everyday Living
By: Creative Visuals, Division of Gamco Industries, Inc. - CE 738

Math for Today and Tomorrow
By: J. Weston Walsh - CE 730

Mathematics for Agriculture
By: Frank Miller - CE 563

Mathematics for Daily Living
By: Harry Lewis - CE 733

Math, Writing, & Games
By: Herbert R. Kohl - CE 687

Measures in Self Concept K-12
By: Instructional Objectives Exchange - CE 728

Metric System With Activities, Introducing the
By: Dr. Donald A. Buckeye - CE 642

Middlesex County Vocational and Technical High School and Middlesex County Adult Technical Schools
By: Herbert Hoepfner - CE 571

Mixing Mortar: Lesson I of Skills Series
By: Rehabilitation Research Foundation - CE 629

Modern Consumer Education
By: Grolier Educational Corporation - CE 708

Neighborhood Friends and Helpers
By: Society for Visual Education - CE 538

New Priorities in the Curriculum
By: Louise M. Berman - CE 246

Nobody-But-Yourself
By: Dorothy J. Sharpe - CE 270

Now I'm Ready
By: Carl Fischer - CE 213

Occupational Guidance
By: Finney Company - CE 517

Odiorne Point State Park Handbook
By: Dred - CE 724

Office Machines
By: Marcella P. Hill - CE 613

Opportunities in Environmental Careers
By: Odom Fanning - CE 221

Perceiving, Behaving, Becoming,: A New Focus for Education
By: ASCD 1962 Yearbook Committee - CE 326

Personnel Management, Opportunities in
By: David Mack - CE 654

Plant Maintenance
By: Educational Resources Center - CE 523

Plumbing
By: Theodore Skapinetz - CE 603

Popeye Career Educational Series
(Includes: Business and Office Careers; Marketing and Distribution Careers;Communications and Media Careers; Construction Careers; Manufacturing Careers; Transportation Careers; Agri-Business-Natural Resources Careers; Marine Science Careers; Environmental Careers; Public Services Careers; Health Careers, Hospitality and Recreation Careers; Personal Service Careers; Fine Arts and Humanities Careers; and Consumer and Homemaking Careers)
By: Joe Gill - CE 515

Practical Photography
By: Robert A. McCoy - CE 688

Practical Problems in Mathematics for Automotive Technicians
By: Boyce H. Dwiggins - CE 639

Practical Problems in Mathematics for Carpenters
By: Jack A. Luy - CE 640

Printing
By: Robert Zakaluk - CE 604

Probability & Statistics
By: Berkeley - CE 703

The Problem Figure: Dress Design-Related Art 2
By: Marie G. Lenahan - CE 580

Programmed Math Book 6 Fractions
By: Marjorie Doyle Sullivan - CE 645

Programmed Reviews of Mathematics Introduction to Statistics 6
By: Flexer & Flexer - CE 638

Reach, Touch, and Teach: Student Concerns and Process Education
By: Terry Borton - CE 257

Readings in Humanistic Psychology
By: Anthony J. Sutich, and Miles A. Vich (ed) - CE 258

Refresher Mathematics-for use with 1965 Ed. of Refresher Mathematics
By: Stein - CE 641

Related Mathematics - Auto Body Volume 2
By: E. Albert Porroni - CE 597

Related Mathematics - Building Construction: Teachers Guide, Behavioral Objectives, Individualized Curriculum
By: Frederick Spencer - CE 602

Residential Plumbing
By: Educational Resources Center - CE 519

Residential Wiring
By: Educational Resources Center - CE 520

Safety Practices and Procedures in School Shops
By: Joseph T. Johnson, and John B. Mancuso - CE 589

Self Concept and School Achievement
By: William Watson Purkey - CE 255

Senior High Learning Resources for Career Education
By: Edwin York, Priscilla Walsh, et. al. - CE 232

Simulations Games in Learning
By: Sarane S Boocock, and E. O. Schild (ed) - CE 325

Six Selected Instructional Aids for Teachers of Agriculture
By: Charles C. Drawbaugh - CE 570

The Slow Learner in Homemaking Classes in Junior and Senior High Schools
By: Shirley E. McKay - CE 568

Social Science Laboratory Units
By: Science Research Associates - CE 325

Span: "Career Awareness" in the Elementary Grades
By: Sue Bratten, and others - CE 111

Student Manual for Supervised Teaching of Vocational Subjects
By: Elaine W. House - CE 618

Suggested Curriculum for Maintenance Men
By: Gila River Career Center - CE 676

A Summary of Major Federal Vocational Education Acts with Data Applicable to New Jersey
By: Albert E. Jochen - CE 567

Teachers and Learners; The Interactive Process of Education
By: Alfred H. Gorman - CE 256

Teaching Home Economics to the Educable
By: Florence M. Reiff - CE 581

A Tenth Grade Curriculum for Distributive Education
By: Joseph Mongeluzi, and Albert Sternberg - CE 586

Testing Program in the Affective Domain: 71-72 Report
By: Project Solve - CE 510

Terminology & Transcription Building (part I)
Medical Transcription (part 2)
By: IBM Corporation - CE 651

The Transparent Self
By: Sidney M. Jourard - CE 260

Travel Careers, Opportunities in
By: Don Short - CE 655

Twenty Exercises for the Classroom
By: NTL Learning Resources Corporation - CE 299

Unit I: Ropes and Balance and Wood and Height - A Preliminary Draft of a Physical Education Unit for Tenth Graders
By: Project Adventure - CE 300

Unit II: "What Are We Going to do Today?" - A Preliminary Draft of a Physical Education Unit for Tenth Graders
By: Project Adventure

Using Statistics and Graphs
By: Herrick, Zartman, & Conrow - CE 647

Values Clarification: A Handbook for Practical Strategies for Teachers and Students
By: Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum - CE 544

Vocational English--Book One
By: Albert E. Jochen, and Benjamin Shapiro - CE 530

Welding
By: Alex Zakupowsky - CE 610

What About Me
By: Carl Fischer - CE 217

Work and Career: Finding Your Way in the U. S. Economy
By: Dr. Donald R. Thompson - CE 535

Working With Student Teachers
By: Bart Ciampa - CE 732

Yellow Pages Career Library
By: National Association of Elementary School Principals - CE 739

Your Chance To Live
By: Defense Civil Preparedness Agency - CE 725

Your Money--Going or Growing?
By: Bernard Schneider - CE 328

All in a Day's Work
By: Ann Ackerman and Miriam Levitt Bayell - CE 740

Fun Things for Teaching in Career Education
By: Barbara J. Wilkie - CE 737

William Morrow and Company

Exploring Careers Series
Jobs in:
- Agribusiness
- Business and Office
- Communications
- Construction
- Fine Arts and Humanities
- Health Care
- Manufacturing
- Marine Science
- Marketing and Distribution
- Personal Services
- Public Services
- Recreation
- Transportation

Jobs that Help the Consumer and Homemaker
Jobs that Save Our Environment

What Can She Be? Series
A Lawyer
A Musician
A Newscaster
A Veterinarian
An Architect

If I:
- Drove a Bus
- Drove a Car
- Drove a Train
- Drove a Truck

If I Flew a Plane
If I Rode a Horse
If I Sailed a Boat

Food From Farm to Home
Commercial Fishing
Eating Places

Changing Time Education Service

"Real People at Work"
Series of 60 titles ranging from below average second grade to above average third grade reading levels.

SOUND FILMSTRIPS

Self Awareness and Career Awareness Filmstrip/Cassette Collection

Pathescope Educational Films, Inc.

CE 282 - A Career in Business Administration
CE 283 - A Career in Sales
CE 284 - A Career in Construction
CE 285 - A Career in Transportation
CE 286 - A Career in Health Studies
CE 287 - A Career in Agriculture
CE 288 - A Career in Engineering
CE 719 - Careers in the Leisure Time Industry

Guidance Associates

CE 290 - People Who Create Art
CE 291 - Jobs For You: It's Happening in Home Economics
Job Hunting: Where to Begin

Vocational Education Productions

CE 295 - Careers in Natural Resources Management
CE 296 - Careers in Farm Services

Popular Science Publishing Company

CE 658 - Find Yourself a Job (filmstrip only)
CE 720 - Careers in Science (filmstrip only)

SVE Educational Filmstrips

CE 505 - Introduction to Business Machines (with records)
CE 627 - Working in U.S. Communities - Group I
CE 742 - Metal Working (with record)
CE 743 - Basic Tools for Woodworking

National Filmboard of Canada

CE 297 - Careers in Natural Science

Acoustifone Corporation

CE 528 - Occupations in Ecology

Current Affairs Films

CE 669 - Choosing a Vocation

Wards Natural Science Establishment

CE 670 - Scanning the Universe (filmstrip only)
CE 671 - Basic Astronomy (filmstrip only)
CE 672 - Astronomy: The Solar System and Beyond (filmstrip only)

Counselor Films, Inc.

CE 744 - Education Who Needs It? Set I, Education, Health, Science, Reading, P.E.
CE 745 - Education Who Needs It? Set 2, Language/Arts, Art and Music, Math, S.S.

National Career Consultants

"The Fascinating World of Work" (series of 16 filmstrip/cassette)

Exploring the Fascinating World of Work
The Fascinating World of:
- Mechanics
- Sales
- Accounting
- Secretaries
- Electricians
- Civil Engineers
- Computer Programmers
- Nursing
- Law
- Law Enforcement
- Machinists
- Writers
- Education
- Truck Driving
- Retail Fashion Buying

Argus Communications

Feeling and Thoughts
Friendly and Hostile
Truth and Consequence
Perception
Faces of Man
Roles and Goals
Consumerland
You Have To Want
Wonder of it All

Adolescent Conflict Series
Guidance Associates

CE 292 - Interpersonal Relationships
CE 293 - Developing Values
CE 295 - Understanding Emotions
CE 524 - Shaping Identity
CE 525 - First Things: Guess Who's in a Group?
CE 689 - Belonging To a Group
CE 690 - Who Are You?
CE 691 - Exploring Your Feelings
CE 692 - Coping With Jealousy
CE 693 - Coping With Competition
CE 694 - Setting Goals
CE 695 - Seeking Independence
CE 696 - Dealing With Group Pressure
CE 697 - Dealing With Anger
CE 698 - I Never Looked at it That Way Before
CE 699 - Your Personality: The You Others Know

MEDIA KITS

Science Research Associates (SRA) Kits

CE 202 - Focus on Self Development Stage One: Awareness (Grades 1-2), (20 photoboards, 7 cassettes, 5 filmstrips, and 2 books)
CE 203 - Focus on Self Development Stage Two: Responding (Grades 3-4), (20 photoboards, 7 cassettes, 6 filmstrips, and 2 books)
CE 204 - Focus on Self Development Stage Three: Involvement (Grades 5-6), (20 photoboards, 7 cassettes, 6 filmstrips, and 2 books)

Developing Understanding of Self and Others (Duso) Kits

CE 222 - Duso Kit D-1 (Grades K-2), (33 posters, 8 puppets, and 5 song and story cassettes)

Kindle Kits

CE 219 - Who Am I, (5 filmstrips and 1 cassette)
CE 220 - How Do I Learn, (5 filmstrips and 5 cassettes)

SLIDES/SLIDE TAPE PRODUCTIONS

Wards Natural Science Establishment

CE 649 - Space Science Slides (17 packets)

- The Planets
- The Constellations
- The Sun
- Meteors, Comets and Aurorae
- Earth From Space
- Apollo 8 Mission
- The Moon
- Astronomers and Instruments
- Solar System Astronomy
- The Milky Way
- Mariner Mars Photos
- Deep Sky Objects
- Apollo 10
- Apollo 11
- Space II
- Astronomical Diagrams
- The Moon - M

CE 395 - Colonial Architecture Part 1, John Robak
CE 396 - Colonial Architecture Part 2, John Robak
CE 397 - Life in New England
CE 545 - Maine Craft Fair, Carl Fike
CE 546 - "Once You Understand", Murray Ingraham
CE 547 - Mt. Chocorua Hike, Sue King
CE 679 - Haymarket Square, Fred Dolan
CE 724 - Career Development for Business and Office, Career World, Inc.
CE 746 - Careers in Radio Communications, James Prior
CE 747 - Somersworth Career Education, 1975, Susan Klaiber

CASSETTES

CE 659 - Radio/TV Announcer and Broadcast Technician
CE 660 - Telephone Operator and Auto Parts Counter Man
CE 661 - Barbers and Cosmotologists
CE 662 - Air Traffic Controller and Ground Radio Operator
CE 663 - Lawyer
CE 664 - Mathematicians and Statisticians
CE 665 - Teacher
CE 666 - Machinists and Machine Tool Operator
CE 667 - Dentists and Dental Hygentists
CE 668 - Registered Nurse and Licensed Practical Nurse
CE 709 - Airline Hostess
CE 710 Doctor of Medicine
CE 711 - Restaurant Worker
CE 712 - Mail Carrier and Hair Dresser/Stylist
CE 713 - State Police and Fire Fighter
CE 714 - Routeman and Busdriver
CE 715 - Engineer

16MM FILMS

CE 741 - The Library of Career Counseling Films
Counselor Films Incorporated

Is a Career as a Technician For You?
Is a Career in the Health Services For You?
Is a Sales Career For You?
Is a Career in Machining For You?
Is a Career in the Service Industries For You?
Is a Career in Radio or Television For You?
Is a Career in the Hotel or Motel Business For You?
Is a Career in Finance, Insurance or Real Estate For You?
Is a Career in Electronics Manufacturing For You?
Is a Career in Clerical Work For You?
Is a Career in Management For You?
Is a Career in the Professions For You?
Is a Career in the Government For You?

Motion Picture Enterprises

CE 632 - Who Makes Our Furniture? Manufacturing and Industrial Careers
CE 633 - Who Works in Offices? Business and Office Careers
CE 634 - Who Helps Us Communicate? Communications and Media Careers

FILM LOOPS

Wards Natural Science Establishment

CE 682 - Solar Activity I
CE 683 - Solar Magnetic Fields
CE 684 - Planet Earth
CE 685 - Planet Earth (close ups)
CE 686 - Apollo X - Lunar Geology

MISCELLANEOUS

Art Prints
Sherwood Publishers - CE 537

Career Awareness Bingo Games
King Features - CE 631

Digital Calculator, Model CD 520
Olympia - CE 680

Printout Calculator, #060 703
Olympia, - CE 681

Astrolabes, 15 sextants
Hubbard Scientific Company - CE 657

Star and Satellite Path Finder, 6 maps
Edmund Scientific Co. - CE 636

Celestial Globes, 4
Denoyer-Geppert - CE 705

Lunar Globes, 2
Denoyer-Geppert - CE 706

Bottom Sampling Dredge Equipment
LaMotte Chemical Products Co. - CE 700

Portable Water Sampling Kit
Delta Scientific Co. - CE 701

Insight: A Party Game
Games Research, Inc. - CE 279

Insights Into Consumerism: Women and Retail Credit, (radio or TV scripts, 1 cassette, and guides)
J.C. Penny Co. - CE 514

Right is Write
Russell, Gordon - CE 242

Draw Your Own Filmstrip and Slide Kit
Scholastic Magazine, Inc. - CE 635

Star Power Game
WBSI - CE 704

12 Chess Sets, 2 clocks, master board
U.S. Chess Federation - CE 717

Widening Occupational Roles Kit
Science Research Associates - CE 533

World Puzzle
Education Ventures, Inc. - CE 244

Career Flashcards
Counselor Films Inc. - CE 736

Narcotics and Drug Abuse, (activity kit)
International Education and Training, Inc. - CE 616

Assorted Fly Tieing Supplies and Equipment
Herter's Inc.

Man: A Course of Study, (films & other soft ware)
Curriculum Development Association, Inc. - CE 702

Sewing Machine
Viking

Leather Working Tools

L35 Uniloader w/66" bucket

Offset Press
A.B. Dick

Dictator, Model 211
IBM

Transcriber, Model 212
IBM

Correcting Selectric Typewriter w/Keypunch Simulator
IBM

Selectric Elements
IBM

Legal Transcription Course

Transcription Skills for Word Processing, (activity kit - student/teacher guides, 35 belts and transcriptions)
IBM - CE 650

Terminology and Transcription Building (Part I)
IBM - CE 651

Medical Transcription (Part II)
IBM - CE 651

Shipwreck Simulations Kit
Scholastic Book Services

On Strike Simulations Kit
Scholastic Book Services

The Art and Craft of Printmaking
Educational Design, Inc.

"Our Community Play People", (heavy cardboard 10" figures, full color back and front views w/plastic stands)
Milton Bradley Co.

"My Family Play People", (similar to Community Play People above)
Milton Bradley Co.

"People at Work",(24 6x10 photos of women and men on the job. Whenever possible, non-stereotyped jobs have been chosen.)
Instructo Corporation

"Community Careers",(27 flannelboard figures of men and women dressed in clothing appropriate to their jobs.)
Instructo Corporation

"Community Helpers", (8 black & white 8½"x11" photos showing women in non-traditional jobs)
Feminist Resources for Equal Education

"Professional Women", (8 black & white photos, 8½"x11")
Feminist Resources for Equal Education

Resource Photos of Men in the Nurturing Role, (8-8x10 black & white photos of men interacting with young children)
Jim Levine

"When You Grow Up", Series of 15 posters depicting jobs typical of each career cluster.
Counselor Films Inc.

OUTDOOR EDUCATION EQUIPMENT

3	4-person tents
4	2-person tents
6	stoves
10	overnight packs with frames
30	day packs
11	ponchos (rubberized nylon)
11	ponchos (plastic-homemade)
1	bike tool kit (cables, vise grips, pliers, screw driver, etc.)
1	First Aid belt pack - misc. supplies
3	small First Aid supply kits
2	fry pans
15	plates
12	cups
3	compasses
	whistles
	AMC maps (various White Mountain areas)
6	life jackets
6	canteens
2	water bottles
2	Swiss Army knives
	miscellaneous cooking utensils

AUDIO-VISUAL HARDWARE

16 Portable Cassette Tape Recorders
5 Polaroid 420 Cameras
3 Polaroid Flash Units
13 Kodak Instamatic X-15 Cameras
3 Kodak Pocket Instamatic 20 Cameras with 2 Flash Units
1 Technicolor Super 8 Film Loop Projector
1 Super 8 Movie Camera with Case
1 Super 8 Film Editor
1 Super 8 Movie Projector
1 Sony Video Tape Recorder
1 Sony Video Tape Camera and Ensemble with Mike Cables
1 Sony Video Monitor
1 Tripod
1 Sony RF Adapter
2 Highball 2 Hi/Lo Impedence Microphones
2 MPC Headsets with Miniplug Adapter
1 Singer 35mm Synchronized Filmstrip/Sound Projector
1 Kodak Carousel 650H slide projector
2 Slide Trays
1 GAF 2X2 Lighted Slide Viewer
4 Dasa Corp. Microfiche Readers
1 Singer Caramate Slide/Tape Viewer
3 Prima Film Strip Viewers

APPENDIX B

Locally Developed Materials and Resources
(not for mass distribution)

Elementary

- 70 Learning Activity Packages for Grades K-6 dealing with the following elements:
  - self-awareness
  - educational awareness
  - career awareness
  - economic awareness
  - decision making
  - beginning competency
  - employability skills
  - appreciations and attitudes
- Elementary Career Education Activity File
- Abstracts: Teacher Summaries of Career Education Activities
- Food from Field to Table
- The Sea
- Who Am I? A Book of Riddles by Somersworth Second Graders

Middle School

- Home Economics Learning Activity Packages and Worksheets
- Jewelry Making Course Curriculum
- Values and Decision Making Activities (for integration into Social Studies curriculum)

High School

- Industrial Revolution Curriculum
- Art Learning Activity Packages (with slides of local architecture)
  - "Colonial Architecture"
  - "Georgian Architecture"
  - "Federal Architecture"
- Skeletal Math Curriculum
- Individualized Career Math for Building Trades, Office Occupations, Auto Mechanics and Home Economics

- Consumer Mathematics Curriculum
- Descriptive Statistics Curriculum ("Hilltop Statistical Studies Company")
- Independent Study Week Curriculum Guide
- Reading for Enjoyment Curriculum
- Speech Course Curriculum
- Creative Dramatics Curriculum
- "Learn to Earn" English Course Curriculum for Vocational Students
- Human Anatomy and Physiology Curriculum
- Physics Continuum and Curriculum

Outdoor Education

- Leader's Handbook for Outdoor Education Activities
- Student Workbook for Crawford Path and Notch
- Guide for Eighth Grade Outdoor Integrated Curriculum Program
- Middle School Ropes and Initiative Course Guide
- Mt. Chocorua Student Response Booklet
- Guidelines for 3-Day Canoe Trip
- The New Hampshire Seacoast: A Student Working Manual
- Odiorne Point State Park Student Activities

Human Resource File (containing over thirty cooperating businesses and industries)

APPENDIX C

THIRD PARTY EVALUATION

SOMERSWORTH CAREER EDUCATION PROJECT

Final Evaluation Report
June, 1975

Dr. Everett Barnes Jr.
60 Pinehurst Road
Portsmouth, New Hampshire

INTRODUCTION

Evaluation is a critical element in any successful attempt of innovation or change regardless of the field or area of specialization being addressed. For many years it was almost totally ignored as a tool in the management designs of new solutions to old educational problems. The belief then was that by simply applying additional resources, i.e. money, materials or additional personnel, to a problem the result couldn't be anything other than success. Literally dozens of examples of this hypothesis can be cited during the I960's and 70's when this country became increasingly aware of fundamental weaknesses in its educational system.

Tremendous sums of money were appropriated under the special National Defense and Elementary and Secondary Education Acts to eliminate these weaknesses, but after several years of experimentation and innovation, the problems and weaknesses still persisted.

Eventually people began to demand to see evidence of what was being accomplished by the ever increasing number of dollars being spent on education. The period of Educational Accountability had dawned, and evaluation began to assume its role as a fundamental management tool.

Initially, evaluation focused primarily on outcomes and used an adaptation of the scientific inquiry methodologies as a model. Such evaluations focused primarily on outcomes --- did the project accomplish what it intended; yes or no; success or failure. Program goals and objectives were often nebulous and difficult to relate to specific outcomes, the control of variables was complicated and the statistical analysis was usually only of value to the researcher and not the practitioner. To some extent this type of evaluation was useful but only after a great deal of time and money already had beenexpended on what could easily prove to be unsuccessful programs. If the program failed, there was usually no way of telling exactly what element caused the failure or to be sure changes in that element would have made the program a success.

It soon became apparent that the role of evaluation had to extend beyond outcome types of evaluation. In order to maximize the probability for a successful program, program directors needed a continuous flow of evaluative data which would allow them to modify their programs as

they were operating. Through the developemnt of specific performance objectives related to outcomes and the use of internal as well as external evaluation strategies, program administrators at all levels could pinpoint potential trouble spots within the program and make the necessary modifications. Without the use of such evaluation techniques, innovators and program administrators are left with only antiquated, "gut-level, seat-of-the-pants" management practices, which necessarily carry with them a high failure/risk factor.

Unfortunately, many programs today still regard evaluation as a "fiction necessary for Federal funding" and begin to think of it only as the program approaches completion and Federal and State requirements need to be fulfilled. This leaves the evaluator in an extremely vulnerable position and faces him to resort to a short, high intensity, data collection, tabulation/analysis effort with an evaluation design based predominantly on data the program collected, which may or may not have been done accurately, systematically or even be the most informative data for decision-making.

With the cry for accountability increasing rather than diminishing, it is imperative that agencies responsible for funding, designing and/or managing innovative or change-oriented projects, insist on a comprehensive internal/external evaluation process being implemented from the outset. Without this type of management tool many innovative projects will continue to flounder and subsequently it will only be a matter of time before the public will demand a halt to any fiscal support for such programs.

Dr. Everett W. Barnes, Jr.
Project Evaluator
UNCO, INC.
60 Pinehurst Road
Portsmouth, New Hampshire

SUMMARY OF RECOMMENDATION

The intent of this particular section of the evaluation report is to provide the reader with an overview of the issues, findings and recommendations which, in the evaluator's opinion, deserve special consideration. The reader is strongly urged to read the report in its entirety in order to obtain a more accurate account of the project's progress to date. The opinions and recommendations expressed should not be considered as mandates for action that must be taken in terms of project modification. Rather, the opinions and recommendations should be used by the staff as stepping-off points for dialogue relative to specific issues surrounding program implementation and management.

The evaluator, since this report represents the final evaluation of the last year of a two year effort, also has attempted to present the recommendations in some sense of priority.

The reader should note that the Somersworth Career Education Activities Information Form referred to on several occassions within this report, reflects only those activities taking place through the period February, 1975. The project has, and in fact continues, to conduct many of the activities identified on that form.

RECOMMENDATIONS

. If no additional Federal/State monies are forthcoming, the element that will be most responsible for the continuation of career education activities within the Somersworth School district will be the project Executive Board-Building Coordination functions. Some type of responsible central organization is necessary for

continuity, leadership and communication. In addition, the building coordinators play a vital role in acting as liaison between the Executive Board and the building staff with the responsibility for the stimulation and implementation of career education concepts among classroom teachers. To the greatest extent possible, the roles, relationships and responsibilities of these two groups should be clearly defined in order to insure their continued existance.

As sighted in the recommendations of the Interim Report, how to most effectively provide leadership and continuity is a critical problem. Some suggestions included:

1.) a Career Education implementor and central staff
2.) building and central office administrators
3.) in-service training
4.) building Career Education coordinators
5.) Career Education councils
6.) building implementation teams

Although the solution is probably a combination of these, without state/federal funding the most reasonable would seem to be an Executive Board (building principals) - Career Education Coordinator/team (each building) structure.

. If career education is to become an integrated part of the curriculum of Somersworth's schools, in-service training is an absolute necessity for teachers and administrators. Such training should focus on at least three basic areas:

1.) awareness and definition of what career education is in general; what career education is and hopes to be in Somersworth; training in what already exists for career education resources within Somersworth.

2.) training in the development of adequate career education materials, programs and experiences that will allow the district to achieve its career education goals and objectives.

3.) training in how to plan for the actual incorporation of career education into the existing curriculum.

. The evaluator recommends that the Career Education Resource Center be continued and if possible expanded. The services it has provided, even on a limited scale, have been valuable in assisting teachers interested in implementing career education related activities. Many of these services could be expanded and generalized so that the Resource Center could take on a multi-disciplinary - curriculum development - staff training capacity. Among the services offered by the center were:

- lending of career education "kits" (print, non-print materials) for classroom use.
- assisting teachers in locating career education materials not readily available to them through the center.
- assistance in the development of career education materials by the project and teaching staffs, i.e., career cluster boxes, speakers bureau.
- training of teachers and students in the use of multimedia materials.
- repair and preventive maintenance on media hardware.

This again will require definition of function and close examination of the process by which materials or services are selected and offered, as well as the options for the delivery of such services/materials.

. Some formal process of requirement needs to be developed for identifying, replicating and sharing with others, the units, programs or other career education materials discovered or developed by individual classroom teachers. Such a process might be to

nave open competition in the development or specific learning packets, (defined by Executive Board - Building Coordinator) with a dollar award going to the teacher submitting the packet of highest quality.

. Little or no empirical (test) data was gathered by the project over the two year period. This makes it virtually impossible to determine the progress made within the district other than through attitudes or CE products. It is the opinion of the evaluator that, although tests in the areas of career awareness, self-concept and the affective domain in general, have recognized weaknesses some statistical evidence of change in student performance/attitude will be necessary to defend the program from its critics. Such testing does not have to be massive in scale, but it should be set up on at least a quasi-research model using a selected sample of students and career education activities.

. Once career education materials are developed and tested the evaluator would like to see them made available to other interested districts within the state, since career education is emerging as a priority in many districts. This would save many schools the time consuming task of developing their own career education materials from scratch and allow for greater impact of state/federal funds. The N.H. Facilitator Project may be a vehicle through which this could be done using either project or State Department of Education dissemination fund.

. Documentation of the extent of implementation, intensity and outcomes of various career education activities presented a

serious problem. The "Teacher/Classroom Career Education Activities Information Form" provided a gross indication of the number of students involved, the frequency of the activity and a description of the activity. Outcome data was almost entirely based on subjective observations and opinions of the teacher involved.

If future projects such as this are anticipated the question of what informational feedback is necessary to make program decisions, how specific and precise does that information have to be; and who are the audiences receiving information and what are their needs, will have to be addressed.

. A general recommendation of the evaluator would be that if the federal/state offices concerned with career education anticipate funding future projects of this nature they drastically narrow the scope and focus of the program and its objectives. Two year projects, with limited fiscal and personnel resources cannot hope to effectively implement from scratch a comprehensive K-12 career education program. The evaluator would also repeat a recommendation made in the 1975 Interim Report and that is that in most instances projects make better progress if they concentrate initially on only those teachers interested in developing and implementing career education activities rather than attempting to impact on all teachers immediately. This core approach could have provided demonstration classes/materials and training for horizontal and vertical expansion at a later date.

ANALYSIS OF SOMERSWORTH CAREER EDUCATION QUESTIONNAIRE

In an attempt to assess the attitude of teachers within the Somersworth Supervisory Union toward the SCE project; obtain some indication of teachers priorities for Career Education; and determine relative strengths and weaknesses of the Somersworth Career Education Project, a questionnaire was developed by the third party evaluator and SCE staff. (See Appendix D) The questionnaire was designed to coincide with a similar one administered and analyzed during June, 1974. (See SCE Final Evaluation Report 1973-1974.

The questionnaire was distributed in February, 1975 to 150 teachers. To date 71 have been returned, for a response rate of 47%. Below is an analysis of the response to each item as well as comments made by respondents following each item:

ITEM #1

As a result of the Somersworth Career Education Project, my classes are experiencing_____ career related activities than they did before the project.

Many More	Few More	About the Same	Fewer	No Response
7 (10%)	33 (47%)	26 (37%)	1 (2%)	3 (4%)

10% of the respondents indicated their classes were experiencing many more career related activities; 47% said a Few More CE activities were occuring; and 37% or one third stated that the level of career education experiences were about the same.

Teacher comments to this Item included:

- Since using Bread and Butterflies series the students have begun thinking more about careers and decision making.

- I make a special effort to make the children more aware or jobs and occupations wherever applicable.
- Whenever a job is mentioned in our other subject we take special time to discuss this and related jobs.
- In my 7th grade class I will be having (but have not yet had) a two week contract introducing the 15 career clusters. Career activities so far have centered on use of guidance associates filmstrips. Mini-course scheduling lends to this experience C.C. aide and separate work with seniors.
- I have used a few films on world of work - also used student lab guides on clothing, foods, child care.
- Use of the various machines, tapes, records helps prepare out students better.
- I am planning career related activities this spring as I have just received tapes and equipment.
- We have obtained equipment thru C.E. that has been extremely useful in a number of classes - cover this as a continuous project in my class.

ITEM #2

*I would say the general leadership and services provided by the project staff has been*_____.

Very Satisfactory	Satisfactory	Somewhat Satisfactory	Unsatisfactory	No Response
16 (23%)	33 (47%)	15 (21%)	8 (11%)	2

Over 70% of the respondents felt the general leadership and services of the project were either Very Satisfactory or Satisfactory. 21% indicated Somewhat Satisfactory and 11% Unsatisfactory.

Teacher comments to this Item included:

- We generally get AV aides we ask for but I sometimes have problems getting films when I need them.
- Material is at hand it needed.
- Perhaps newsletter listing all mats would be helpful.

- Tend to forget you exist.
- Always supportive and available.
- More has been done on the project staff level than any other area.
- Perhaps could have "pushed" activities and materials more energetically - to persuade teachers to make changes on their traditional ways of doing things and to include more career education activities.
- Only until very recently was I aware of the indepth program of this community.
- Cannot find out what's going on.
- Very cooperative and concerned for betterment of students.
- My requests were fulfilled.
- Except for AV coordinator.
- Skip treated me great!

ITEM #3

I believe career education should be one of the top three priorities for my school and the Somersworth School District.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
11 (16%)	33 (47%)	12 (17%)	1 (2%)	12 (17%)

63% of the respondents Agreed or Strongly Agreed that career education should be one of the district's top three priorities; 17% Disagreed; and 17% had No Opinion.

Teacher comments to this Item included:

- We here at Som. Cath. have been doing this without giving it a specific name.
- Not at this grade level.
- Students respond with enthusiasm when the approach is "hands-on".

. Students should have some set of goals if possible to see the value of the educational experiences.

. Part of total development, but not top 3 priorities at intermediate level.

ITEM #4

I feel that my students have demonstrated a significant (observable/measurable) increased interest in career awareness as a result of the Somersworth Career Education Project.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
4 (6%)	32 (45%)	26 (37%)	4 (6%)	4 (6%)

The respondents seem to be closely divided on this issue with 45% Agreeing that students have demonstrated a significant increase in CE interests and 37% Disagreeing.

Teacher comment to this Item included:

.From the projects done based on Bread and Butterflies I would agree.

.Children enjoyed Bread and Butterflies.

.When I do a project they like it as an alternative to daily drudge in classroom.

.Children are more conscientious that in order for things to function smoothly people are needed to perform them - no matter how large or small.

.They now evaluate (in a sense) different jobs.

.I believe they will have by June

.They are asking for more exposure.

.I still feel that many students go to S.H.S., graduate and go to work in a factory. There is no desire to leave Somersworth or do anything else with their lives.

.Many more questions about certain jobs.

.Perhaps they have more awareness. However, I haven't noticed any more people who know what they want to do.

. Co-op students especially.

. Have become more aware that a career of some sort lies ahead for them.

. Especially because of Bread and Butterflies - prompting decisions on values.

ITEM #5

I feel that my students have demonstrated (observable/measurable) increase in their knowledge of career education related areas, i.e., values, decision-making, occupational clusters, career exploration, etc., as a result of the Somersworth Career Education project.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
3 (4%)	35 (49%)	22 (31%)	2 (3%)	6 (9%)

The majority of respondents 53% either Strongly Agreed or Agreed that their students have demonstrated an increased knowledge of career related areas; 31% Disagreed and 9% had No Opinion.

Teacher comments to this Item included:

. This program may have helped solidify them in the already used decision making.

. They will have by June.

. Not enough time.

. In my social studies classes decision-making and career exploration, as well as developing values is important and no doubt encouraged by career education.

ITEM #6

If you could repeat these last two years over, what things about Somersworth Career Education Project would you retain and what would you change?

. Retain availability of funds for experience and field trips, film money - funds for luxuries that mean so much to our kids.

. Change method of presentation and availability to teachers as well as rationale and goal of program. Few workshop days helpful. Procedures vague to many.

- Change more personal input into what is available and more workshops.

- Change - I'd have a "pony" delivering CE materials to each school.

- Retain - I liked the list of available equipment and supplies and the workshops.

- Retain Resource Center - good communication - funds available for trips.

- Retain CE Resource Center available to all - all the help we have.

- Change too much red tape; like business of writing proper proposals last year. Making too much money available and necessary to be used by a set date - people just took trips rashly to use up money.

- Retain - everything that is offered is useful to some degree - Bread and Butterflies is excellent.

- Retain This so called CE has made me see that I am on the right path with projects that I've been doing with my pupils.

- Retain - your attitude has been excellent. We need work.

- Change - better communication between central office (CE) as to what is available. The flow of MACOS MAT esp films has been haphazard and inefficient.

- Retain field trips, films etc.

- Change - add more materials, aides, etc. (or exposure) for late primary age children.

- Change - I am still unsure of what trips are "under" CE and which are not. Arrangements for activities to be made by CE office. Transportation should be provided somehow.

- Change - Teachers will not use materials and/or methods that they do not thoroughly believe in or see as of prime importance. I believe that there will have to be a greater effort at promoting teacher awareness of the values of career education before it will ever get off the ground on a significant scale.

. Retain materials.

. Change leadership - we need more than just someone to disseminate information - why pay top dollar!

. Change - Cancel the project as a gross waste of tax money!

. Retain only part of the system for 5 months.

. Change have someone take the time to explain (lecturing) just what career education is written garbage is not always read.

. Retain staff

. Change Program

. Retain local implementation committee - nice people on project staff.

. Change - foul up with first project coordinator. I feel the resource coordinator a valuable asset - any time I needed assistance, it was given immediately. Someone has to be in charge of equipment and supplies or they would soon disappear.

. Change - Some teachers have had difficulty in obtaining money. This maybe could be made easier.

. Change I would de-jargonize it - uncomplicate it and strive to put it in a more balanced perspective.

. Change - I believe the program is a paper shuffling contest among the offices in school, in the district and in Concord.

. Retain Audio-Visual is now excellent, organized, manage and operated.

. Retain - the money: AV director.

. Change As a new teacher we were never involved in this project - noone covered it this year. Closer relationship to leaders and types of careers for students tor IQ level of students.

. Change "The first year director of CE was more concerned with wall flo-charts than actually getting teacher interest. He turned me off when he could not answer the following question: "Just what do you want us to do in our classrooms that we are not doing now?"

- Change "federally funded project directors seem to be drawn away from who they are intended to serve, I know, I ran a federally funded project. The paper work kills directors effectiveness. Thus, I have had little to do with career education."

- Retain "the money"

- Change "make a stronger minimum curriculum"

- Retain "the money"

- Change "Forcing us into rushed projects"

- Change "Leadership, organization - There has been and still is a lack of clear cut direction in the program. There seems to be many isolated students and ideas but little unified effort".

- Retain "Sue Klaiber's role, workshops, preview of materials.

- Change "I feel more materials would have been used if various centers could have been set up in each school, perhaps rotating materials."

- Change "Career Education is important; particularly after elementary school, we had the program because funds were available, not because it was a priority voiced by the entire system".

- Change "Survey people before applying for funds and involve those showing an interest".

- Retain "Materials, personnel, newsletter".

- Change "More small group presentations of various materials to teachers at their schools - arrange for distribution and pick-up of career educatiom materials".

REVIEW OF PROGRAM GOALS AND OBJECTIVES

The primary source for information regarding the extent and types of career education activities is the "teacher/classroom Career Education Activities Information Form". This form was developed by the project in an attempt to provide a record keeping system that would document the intensity and variety of career education activities in any number of schools and classrooms. (See Appendix A)

The document needs to undergo further modification, however, it does serve as a gross indicator of the level or activity. This report data was tabulated from:

- 16 Somersworth High School Responses (another 10 that were returned were not filled out.)
- 11 Middle School Responses
- 7 Somersworth Catholic Elementary School responses
- 35 Other Somersworth-Rollinsford Elementary School responses.

Total 69

GOAL 1 - Self awareness and decision-making - to provide opportunities for all students to develop a realistic awareness of self and to develop decision-making skills, enabling them to arrive at valid decisions in those areas affecting their lives.

Objective #1.1 - Outdoor/Field Experience - The implementor, in cooperation with the Outdoor Education Committee, will continue the Outdoor/Field Experience Program. This program will be started by October 1, 1974, and will involve at least 50 students from grades 1-6. A major component shall be a three day outdoor/field

experience. Participation will result in showing an increase in self concept as measured by the "Self Appraisal Inventory", Instructional Objectives Exchange, Los Angeles, California.

COMMENTS:

. Records from the Teacher/Classroom Career Education Activities Forms that were returned show that at least 43 outdoor education field trips have been made by teachers and students in grades 1-6 through February, 1975. These trips have involved approximately 465 students.

. For the most part details regarding where the outdoor education field trip took place, what the nature of the activities were and materials that were used, etc. was recorded on the back of the Activities Form. These forms are on file in the project office.

. From the narrative description it does appear that some teachers are using some of the materials developed by the SCE project last year for assisting with outdoor education such as forms, guides, check lists and even units of what to expect to see along the way.

. Most of the outdoor field trips for grades 1-6 were nature walks rather than wilderness hikes or overnights. There were also fewer trips that required extensive busing or other forms of transportation.

. Although no three day outdoor education experience is planned for this level, several more one day hikes and field trips are anticipated.

. Coordination of outdoor education activities at the elementary level is being handled primarily through the building coordinators.

. No formal testing of attitudes or self concept was undertaken although many teachers who were involved in the outdoor education activities did do subjective evaluations and can cite examples of significant change in specific students as a result of these experiences.

RECOMMENDATIONS:

. The "Career Education Activities Information Form" has been modified since the Interim Report. It still is a general, gross indicator of the extent and intensity of career education activities within the school district. A determination should probably be made whether or not there is a need for any more specific data regarding these activities and appropriate action taken.

. It was encouraging to see some teachers using the outdoor education units developed last year.

. At this date the evaluator suggests that any attempt to formally test students for improved self concept as a result of outdoor education experiences would be futile.

> *Objective #1.2 - Upon completion of instructional activities dealing with the importance of every individual and their interdependence, at least 50 students from grades 1-4 will develop a more positive self concept, as measured by the "Self Appraisal Inventory", Instructional Objectives Exchange.*

COMMENTS:

. The DUSO kits appear to be the most popular medium for implementing this objective although a few teachers are trying other materials such as SRA and MACO. The CE Information Form

shows that as of February 1975, over 100 occurances of values clarification or role playing some occuring at the rate of four times a week. A minimum of 700 students in grades 1-6 have been exposed to this type of experience so far.

. No self concept measures have been administered by the central project staff to date. Teachers undoubtedly have been doing some sort of subjective evaluation of both the students and the self-concept types of activities. Several teachers are extremely enthusiastic about this element of the program and some type of small, simplified quasi-research study might be considered in one of their classrooms.

RECOMMENDATIONS:

. The evaluator suggests that the central project staff ascertain whether any individual classroom teachers have done any type of pre-post testing (objective or subjective) to determine changes in their students attitudes and if so this material should be examined to determine its value. Large scale testing in the affective domain to show positive change is not practical at this time.

. The project should also consider video taping a teacher with experience in values clarification activities as she introduces her first activities to the class, mid-way through the unit and during final stages. This would not only serve as documentation for evaluation purposes but also might be used for in-service training for those teachers contemplating activities in this area.

Objective #1.3 - After appropriate instructional procedures selected and documented by classroom teachers, at least 50 students from grades 5 and 6 will understand the components of the decision-making process, and will apply this process to school, home, and especially related problems, as measured by appropriate evaluation processes developed by the third party evaluator and/or the teacher.

COMMENTS:

. This objective is extremely difficult to assess since many teachers claim decision-making by students is on-going in their classrooms every day. The CE Information Form suggests that decision-making experiences have occurred over 135 times and involved between 900 and 1000 students, although some of these may be repetitive.

. Part of the problem becomes what is a legitimate example of decision-making - some teachers felt that since their classes were individualized and students had to choose activities weekly or daily that decision-making was being taught, others used selection of leisure time activities as examples on the types of courses a student might select or his relationship with his peers.

. The objective does state that "after appropriate instruction" which would seem to connote that some implicit or explicit instruction in decision-making would take place.

RECOMMENDATIONS:

. This objective continues to be illusive. There is a very distinct need for a clearer definition of what decision-making is; what types of "appropriate instructional procedures" we are talking

about; and whether decision-making as a unit in and of itself can actually be taught.

. If this objective were to be suggested again as part of a career education proposal the evaluator strongly feels that the parameters of what decision-making is, for the purpose of the project, be clearly defined and the evidence for successful attainment be limited to a small, compact group of students.

GOAL 2 - Career Awareness - To provide an opportunity for all students to develop an awareness of careers.

> *Objective #2.1 - By June 1s, 1975, and preceded by appropriate instructional activities at least 50 stuaents from grades 1-4 will be able to identify jobs at home and in the school and will further be able to identify the jobs necessary to maintain the community as measured by a locally developed test or "Career Awareness Tests", Lincoln County, West Virginia.*

COMMENTS:

. Without a doubt, the most promising activity to develop from this objective was the "Go House". Two of these are now functioning in the Rollinsford and Chandler schools. They are multi-level structures built by Middle School students as part of a pre-vocational course. Each "Go House" has lockers with costumes and tools that represent a multitude of jobs and careers. The "Go Houses" are especially useful in facilitating role-playing types of career awareness activities.

. In addition to the two Go Houses other job/career awareness activities have included a restaurant unit at New School grades 2 and 3; environment careers done by using slide-tape and songs;

the creation of Career Cluster Boxes containing tools, materials and information associated with careers in such areas as Food Services, Fine Arts, Public Service, Communications and Personnel Services.

Objective #2.2 - By June 15, 1975, and preceded by appropriate instructional activities, at least 50 students from grades 5 and 6 will understand the basic skills and abilities needed in a variety of occupational groups as measured by a teacher-made test or the "Career Awareness Inventory", Cornell Institute for Research and Development, Ithaca, New York.

COMMENTS:

. This objective cannot be separated from objective 2.1 and should be considered as one unit.

. No testing was done using the "Cornell Awareness Inventory".

RECOMMENDATION:

. As suggested in Objective 2.1, the evaluator feels some type of testing related to student awareness of careers would prove beneficial. Such testing could assist the teacher in identifying the extent of awareness a class has of "basic" careers and then allow planning for elaboration of other career areas.

Objective #2.3 - Field trips - By June 1, 1975, the Implementor along with teachers will have organized, coordinated and completed a field trip program that will involve at least 25% of all elementary students participating in 2 or more field trips to local businesses, industries or governmental agencies. As a result, the students will demonstrate increased awareness of careers in the project area, as measured by documentation of field trip outcomes, prepared by the teacher in charge, and as reviewed by the Implementor and the third party.

COMMENTS:

. There have been at least rifteen career awareness field trips according to the CE Information Form, involving over three hundred students in grades 1-6.

. There is little documentation at this time of how these field trips may or may not have influenced student awareness of careers. Most field trips were done without the use of buses and very little, if any, SCE project funds were used to support field trips during FY 74-75.

GOAL 3 - Self awareness and decision-making - To provide opportunities for all students to develop a realistic awareness of self and to develop decision-making skills enabling them to arrive at valid decisions in those personal/interpersonal areas affecting their lives.

Objective #3.1 - Outdoor Education - At least 30 students from grades 7 and 30 students from grade 8 will participate in at least one - 1, 2, or 3 day outdoor trips integrating subject matter studies by June 15, 1975. At the conclusion of the program, 75% will demonstrate a more positive image of himself as measured by the Intermediate Level of the "Self Appraisal Inventory", Instructional Objectives Exchange".

COMMENTS:

. Although the CE Information Form shows 4 outdoor education field trips involving 62 students there is no documentation indicating on the forms of where or when these field trips took place at the Middle School at this time.

. A three day overnight outdoor education field trip is planned for the Middle School eighth grade from June 13-15 in the White

Mountains. This trip should involve approximately 30-60 students and adults. It will be offered as a mini-course and credit will be awarded.

. A two day hike June 6-7 into the White Mountains is also being contemplated.

. The Middle School did form a ski club for nordic/alpine skiing and enrollment was approximately 40-50 seventh and eighth graders. Four trips were planned - 2 were cancelled due to weather and on one the lift broke.

Objective #3.2 - Values Clarification - A program of values clarification activities and exercises, using locally and commercially developed materials and concluded by June 15, 1975 will result in 80% of the participating students being able to express their values with increased clarity, as measured by a pre/post evaluation instrument developed by the third party evaluator and/or the teacher(s).

COMMENTS:

. The CE Information Form for the Middle School shows values clarification activities occurring eight times with a total of 315 students. Many of the values clarification activities at the Middle School existed prior to the SCE project altnough the project has contributed funds for purchasing additional materials.

. Values clarification is an on-going and integrated part of the Middle School social studies curriculum and undoubtedly it has been enhanced and supplemented by Career Education emphasis and support in this program area.

Objective #3.3 - By June 15, 1975, at least 100 7th and 8th grade students will have participated in a variety of decision-making

activities. These may include commercially produced units such as the "Page One Program" and will result in 75% of participating students demonstrating their decision-making abilities through appropriate evaluation measures.

COMMENTS:

. All seventh graders participated in the Page One Program and have for the past several years. The program is run by Mr. David Frattus and the Middle School social studies staff.

. No measurement of decision-making abilities has been done at this time. A synopsis of the "Pop" program is included in the Appendix E section of this report.

. No formal data collection/recording system is now in operation at the Middle School regarding the impact of decision-making/problem solving/values clarification activities.

GOAL 4 - Beginning Career Exploration - To provide an opportunity for all students to begin to explore careers and alternative life styles.

Objective #4.1 - By May 15, 1975, all 7th grade students will have participated in a brief study of the 15 occupational clusters and an in-depth research into at least one cluster or occupation which will result in 75% of 7th grade students knowing how and where to locate occupational information as measured by a teacher made test.

COMMENTS:

. Teachers at the Middle School did conduct a 2-3 week unit on the 15 career clusters using job card files and film strips. Beginning next year the Career Education Exposure Unit will be emphasized with eighth rather than seventh graders. Seventh

graders will receive concentrated activities in values and decision-making.

. The Career Education Activities Information Form indicated at least 500-800 Middle School students (including "repeaters") involved in values/decision-making activities and approximately 21 Career Education Field Trips involving 355 students.

RECOMMENDATIONS:

. The evaluator supports the shift of the Career Education Exposure Unit to the eighth grade. It would seem more relevant here since these students will be selecting high school courses based on future career/occupational interests.

. According to information received in interviews with a limited number of Middle School staff, career education seems to have a low priority in the building this year. Many teachers apparently did not accept the validity or need for doing career education and it was not assimilated into the Middle School curriculum. The evaluator suggests that reasons for this reluctance to accept career education, on the part of this staff, be explored through dialogue between project personnel and Middle School staff and documentation made of the results.

Objective #4.2 - Mini-Courses - By January 1, 1975, the Director, Implementor, School Guidance personnel, and teachers will develop a program of mini-courses designed to give 50% of the eighth grade students increased awareness of and hands-on exploration of four career clusters elected by the students. As a result, at least 80% of the participating students will make a tentative career decision that

will be consistent with the results of the aptitude and interest inventory test given to all students in October, 1974.

COMMENTS:

. The Career Education Activities Information Form showed a minimum of 43 mini-course activities through February, 1975, involving approximately 709 students from the Middle School. Obviously, some of these students may have participated in more than one mini-course.

. The variety of mini-course listings was excellent. See Appendix H for a complete listing. Some of the more unusual mini-courses included:

Architecture I & II
Cartooning
Media
Printmaking
Construction
Girls' & Boys' Woodworking
Small Engines
Bachelor Living
Child Care & Development
Kitchen Chemistry
Archery
Hiking
Wrestling

Objective #4.3 - Matching Program - The program is designed to match indiviaual students with a citizen in the community for a day at his job and at his home. 25 students in grade 7 and 25 students in grade 8 will participate in the Matching Program between October 1, 1974 and June 1, 1975. As a result, at least 80% of the participating students will demonstrate increased awareness of that occupation and the life style associated with that career as measured by a student questionnaire and evaluation form prepared by the teacher and/or students.

COMMENTS:

. Generally, there seemed to be a lack of interest in this objective on the part of Middle School teachers and students. Matching occurred once with 2 students at the radio station; 2 others attempted matches at the hospital but were unsuccessful in terms of the extent of their exposure and a small group (too large to match) visited the local T.V. station.

. A resource file for the Matching Program Objective is still being maintained/stored in the Middle School for possible future use should students or teachers desire to implement this objective.

Objective #4.4 - Field Trips - By June 1, 1975, the Resource Coordinator and appropriate teachers will have organized, coordinated and completed a field trip program involving at least 25% of all Middle School students who will participate in four trips to local businesses, industries, or governmental agencies. As a result, at least 40% of the participating students will demonstrate increased understanding of the interdependence of occupations and the roles and responsibilities of indiviauals as they perform their work tasks, as determined by an evaluation questionnaire commercially or locally developed.

COMMENTS:

. Once again, the CE Activities Information Form show 21 career awareness field trips for 355-400 students as well as a wide variety of other career awareness activities for 7th and 8th graders, i.e., filmstrips, CE projects, speakers, etc.

. No documentation of the level or their career awareness interdependence exists.

GOAL 5 - Self awareness and decision-making - To provide opportunities for all students to develop a realistic awareness of self and to develop decision-making skills enabling them to arrive at valid decisions in those areas affecting their lives.

> *Objective #5.1 - By November 1, 1974, a survey will be conducted by the Implementor, Guidance Personnel and selected teachers to determine existing student attitudes in grades 9-12 as well as surveying the existing curricular offerings focusing on self awareness. As a result of this survey activities focusing on values clarification, attitude change and self awareness will be developed and implemented by February 15, 1975. These activities might include Creative Dramatics and Outdoor Education Programs but should not be limited to these alone. 20% of the students in grades 9-12 will participate and such participation will result in 80% of the students demonstrating increased development of self image as measured by the Secondary Level of "Self Appraisal Inventory", International Objective Exchange.*

COMMENTS:

. Nancy Poole is conducting two programs, "Reading for Enjoyment" and "Creative Dramatics" which are designed to meet part of this objective. Each program has some assorted performance objective but the evaluator did not review any subjective/objective data that may have been compiled for this report.

. Creative dramatics involved approximately 250 students in 9 week blocks. 30% or the students in grades 11 and 12 participated and according to Ms. Poole, 85% of the students demonstrated increased development of self image as measured by themselves and the instructor.

. In "Reading for Enjoyment" or "English for Everyday Life",

90 students were involved in 9 week blocks, 26 of thirty successfully completed the program; 4 wanted to return to regular English class instead.

. No survey of existing student attitudes in grades 9-12 was conducted.

Objective #5.2 - Critical Decisions Program - The Guidance Staff will offer a critical Decisions Program, making use of the Ohio Vocational Interest Survey and the CEEB program "Decisions and Outcomes". This program will be started by October 15, 1974, and will involve 25% of all Junior and Senior students at the high school. The program shall consist of regular, organized and informal, group counseling situations in which participating students can bring their decision making skills to bear upon the identified basic and common critical decisions facing them in their immediate future. Appropriate human and material resources would be made available. As a result 80% of the participating students shall arrive at closure on at least one of the identified critical issues.

COMMENTS:

. According to feedback received in an interview with the high school guidance director the critical decisions program was not implemented during FY 74-75 because of a lack of staff time caused by a re-definition of priorities (new assistant superintendent; new laws regarding disabled students, etc.)

GOAL 6 - Exploration, preparation, participation, placement - To provide opportunities for all students to explore, prepare for participation in and be placed in the occupational situation of their choice.

Objective #6.1 - By June 15, 1975, the Career Education Implementor with the assistance from the Regional Vocational Director and selected high school staff members will have formulated, printed, and have accepted by the Somersworth School Board; a master plan of all work experience and cooperative education learning activities taking place and planned for the Somersworth School District. The plan will detail the administrative structure of work experience programs and list the responsibilities of students, teachers, and employers.

COMMENTS:

. Mr. Skip Pryor was in the process of preparing a report-plan of all work experience and cooperative education activities within the school district. Skip had interviewed teachers and students from the Cooperative Education, Diversified Education and Work Study Program.

. The report generally will reflect how these programs are organized and administered; who students are who are involved and what work areas they are assigned to; and some general suggestions of how the program(s) can be improved. The report will be on file in the project office when completed.

RECOMMENDATIONS:

. Somersworth High School appears to have an extremely impressive array of work experience cooperative education programs along with its vocational technical program offerings. A master plan of such activities including the administrative structure and requirements might prove extremely valuable to smaller, less well staffed or equipped schools. It will also be of value to Somersworth in terms of setting priorities and allocating resources for programs of this type.

Objective #6.2 - By June 15, 1975, no less than 10% of the students enrolled in Somersworth High School will have earned and been granted credit for work-experience activities completed during the 1974-1975 school year.

COMMENTS:

. Work experience at Somersworth High School centers around three primary alternatives:

1.) Cooperative Education, where the student is enrolled in a vocational education program and wants credit for some type of work experience (1/2 coop students are municipal employees). The in-school instructor provides supervision.

2.) Diversified occupations, the student does not have to be enrolled in the school vocational program. The school co-ordinator insures the student is involved in a learning-earning situation and the teacher goes downtown to supervise the student. This program involves 9-10 students at this time.

3.) Credit is offered just for work, no coordination, no supervision by the school.

. At this time SCE is acting more as a central referral agency for students looking for different types of experiences/ credits than an actual coordinator of all work experience-coop activities.

. The economy places a critical role in determining whether or not positions are available for students through such programs as CETA or through local businesses.

. A count of students involved in these programs will be

included in the special report being prepared by Skip Pryor. At this time it appears there are approximately 74 students in Cooperative Ed and another 13 in Work Experience.

Objective #6.3 - By June 15, 1975, the following Special Skills Training Programs will have been completed involving a selected number of High School students.

a. Key punch simulator operation
b. Dictation - Transcription skills
c. Magnetic card typewriter operation
d. Lens grinding/telescope/astronomy program
e. Mini-Nucleonics generator use
f. Electronic display calculator course
g. Biological water analysis
h. School newspaper production (journalism, graphics, distribution education)
i. Back hoe operation
j. Dump truck operation
k. Snow removal operations

Upon completion of the individual program components, 80% of the students will show a marked increase in appropriate skill area.

COMMENTS:

. Without exception the Special Skills Training Programs are in operation and appears to be functioning well. Since few, if any, of these students were exposed to these areas (skills) before most would demonstrate a marked increase in their performance. In some instances, for example the Magnetic Card typewriter operation, the teacher felt that of the 23 students enrolled, 17 had achieved excellent performance on the machine. In some instances no performance data was available only the numbers of students enrolled - 44 students in Dictation-Transcription skills; 7 students in Graphics/Offset Printing and 25 students in the Key-punch Simulator course.

. Appendix B contains the pre-post test results from Mr. Michael Watman's, "Career Mathematics" mini-course which was partially funded by SCE.

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RECOMMENDATIONS:

. There is no doubt that the materials purchased for the Special Skills Training area of the Somersworth Career Education Program are being utilized. It is recommended that this portion of the program undergo a formal, periodic review that will lead to the expansion or deletion of special skills training programs based on performance data gathered in the review process; demands of the area job market; and the expressed needs of students/teachers.

Objective #6.4 - By June 15, 1975, the Career Education Implementor and the Regional Vocational Director will have formulated and have accepted by the Somersworth School Board and the New Hampshire Division of Vocational Education, a plan for implementation and operation of all skill training activities and programs. The plan to include but not be limited to:

a. terminal objectives of each program
b. need for the program
c. cost of each program
d. estimated time of implementation
e. a process for evaluation of each program

COMMENTS:

. Some preliminary work has been done on this objective but no formal, written plan is available at this time.

Objective #6.5 - By June 15, 1975, a variety of leisure time activities will have been introduced by appropriate staff members. These will include but not be limited to Outdoor Education Activities, Chess Club, Astronomy Club. The activities will focus on awareness and interest of students on the value of appropriate use of leisure time. As a result of the program, at least 50% of the participants will adopt a leisure time activity they did not have previously.

COMMENTS:

. A Chess Club has been formed at the high school and is

actively meeting and holding tournaments including state wide competition.

. The telescope has finally arrived but this has somewhat delayed the Astronomy Club activities and therefore no club has been created to date.

. A cross-country ski club has been formed and there has also been high student interest especially in outdoor types of activities. Mr. Douglas Houston is planning a series of outdoor education activities with students and Peer Instructors has gone along on some elementary school outdoor field trips.

. The physical education department is beginning to offer "lite time sports" programs and this is a real break through for this objective.

RECOMMENDATIONS:

. Since the school district reimburses teachers for co-ordinating intramurals, a similar policy for leisure time activities, such as outdoor education, chess and ski clubs, etc., might encourage greater adult/teacher participation and a wider range of leisure programs.

Objective #6.6 - Prior to the beginning of the final quarter of the 1974-75 school year, a commonalities course will have been field tested and recommendations for revisions made by June 15, 1975. All students participating in the work study/work experience programs as well as other interested students will be involved in this accredited course. The commonalities course will consist of a wide range of activities designed to address problems, issues, and needs common to all people entering the "World of Work" and will result in 80% of all participating students successfully completing the course.

COMMENTS:

. The commonalities course has been developed and an outline of the program is on file in the project office.

. At the present time commonalities is being offered through an English elective. A new course is being designed for September 1975 work study/work experience students will be placed in the program through the Diversified Education program. Commonalities will be offered weekly on an individualized basis.

Objective #6.7 - By June 30, 1975, all graduating high school seniors in Somersworth will have had opportunity to be placed in 1. the world of work. 2. further education or 3. a combination of both work and education.

COMMENT:

. This objective apparently will be met although final figures were not available at the time of the interview with the guidance director.

PROJECT MANAGEMENT AND ADMINISTRATION

GOAL 7 - To design, develop, and implement a strategy that will insure effective and efficient project management.

Objective #7.1 - An executive board will be created, consisting of the Superintendent and Assistant Superintendent of Schools, Principals/Assistant Principals from participating schools, the Project Director (Ex Officio) and the Project Implementor, for the purpose of establishing policy and providing overall supervision of the Somersworth Career Education Project.

COMMENTS:

. An Executive Board has been created and has met periodically for the past two years. Minutes of all meetings are on file in the project office.

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Objective #7.2 - An Advisory Board will be created, consisting of representatives from the teaching staff at each school for the purpose of reviewing project programs/activities and making recommendations on SCE policy to the Executive Board.

COMMENTS:

. The first Advisory Board meeting was held on November 13, 1974. The Board is composed of eight members (a representative or coordinator from each school) and meets roughly on a bi-weekly basis.

. The Advisory Board helped organize a presentation of commercially career education materials presented by salesmen from a variety of educational firms, materials including film strips, tests, program units, etc.

. The Advisory Board members, i.e., building coordinators are suggesting materials that should go into occupational information cluster boxes which will be available to district teachers. Each box will represent a different occupational cluster and will contain materials as well as suggestions of things to do. These are being developed through the Spring and 15 should eventually be prepared.

RECOMMENDATIONS:

. The evaluator is pleased to see that the idea of implementation teams in each school has not been abandoned even if some schools are forced to rely on only one person the CE coordinator. It is also important to note that in most cases the building CE coordinator is not the principal and this probably will allow more to be developed simply because of the time available to someone other than a principal.

. The question needs to be asked of the SCE staff and building coordinators, "what has to be done to formalize your role to insure continuity next year, i.e., expectations, role relations, communications, etc. and what training or assistance will coordinators and teams need"? In addition, the evaluator completely supports the Executive Board recommendations that all building principals continue to appoint a career education building coordinator.

> *Objective #7.3 - The Project Director and/or Implementor will develop progress charts, time lines, budget projections, job descriptions and report formats necessary to the successful management of the SCE project.*

COMMENT:

. This objective is being implemented on an on-going basis and documentation is on file in the project office.

> *Objective #7.4 - External Evaluation - The Somersworth Career Education Project shall, by October 15, 1974, contract with a third party for project evaluation services. The evaluation strategy will include a comprehensive design for assessing process, as well as product outcomes of SCE programs and activities.*

COMMENT:

. Dr. Everett Barnes Jr., representing UNCO, Inc., (60 Pinehurst Road, Portsmouth, N.H.) was contracted on September 6, 1974 to conduct an audit evaluation of the Somersworth Career Education Project.

> *Objective #7.5 - Internal Evaluation - The Project Director and Implementor assisted by the external evaluator, will, by November 1, 1974, develop an internal evaluation*

system for the purpose of providing the project staff and district decision-makers with relevent information in the area of:

Student Cognitive Skill Development
Student Attitude
Teacher/Parent Attitudes
Career Awareness Levels
Student Employment Trends
Community Resource for Career Education

COMMENTS:

. An internal evaluation process has been partially established and consists of:

1.) documentation of each objective in the project office

2.) periodic distribution, retrieval and tabulation of the "Teacher/Classroom Career Education Activities Information Form."

3.) questionnaires to teachers regarding their needs and attitudes toward the program.

RECOMMENDATIONS:

. The CE Activities Information Form has been developed and is a very gross indicator of the variety and intensity of CE activities within the district. Modifications need to be made in this instrument on an on-going basis in order to provide more accurate and reliable information if more specific data is required for management of the program.

. The greatest discrepancy in this objective occurs in the area of student outcome - cognitive and affective. For all practical purposes no pre-post testing was done and the evaluator has tried to indicate in his reports those objectives where testing might still have been practical.

The evaluator strongly urges the SCE staff to examine these

objectives and plan what, if any, testing is necessary and how such testing or quantitiable data gathering should occur.

> *Objective #7.6 - The Project Director, assisted by the third party evaluator, will develop a comprehensive needs assessment designed to be implemented at the end of each fiscal year. The needs assessment will provide discrepancy information to project staff and the Executive/ Advisory Boards for the purpose of program expansion or modification.*

COMMENTS:

. This objective has not been implemented at this time although the Seacoast Education Services Project has done some needs assessment in the areas of career-vocational education and the report of their findings will be available to the Somersworth Project.

GOAL 8 - To disseminate information about the Somersworth Career Education Project that will effectively inform all target groups of the goals, objectives, activities and outcomes (both product and process) of the project.

> *Objective #8.1 - By November 1, 1974, the Project Director or implementor will have prepared a dissemination strategy/design that will result in the effective dissemination and diffusion of promising SCE practices to local, state, and national target audiences.*

COMMENTS:

. Dissemination has taken place through the local newspaper, the school newspaper, "Fire and Ice" and through personal appearances made by the project director. Records of these materials are on file.

. The project has also published a periodic Somersworth Career Education News (SCEN) bulletin which was extremely well done and very informative. SCEN served as the primary vehicle for informing area teachers about project activities.

. See Appendix I for the project dissemination strategy.

Objective #8.2 - Between July 1, 1974 and the period marking the termination of the N.H. SDE's involvement in the project, the Project Director will establish a process for continuing and expanding dissemination activities around SCE programs in particular, and career education in general.

COMMENTS:

. The SCE Project Director and CE Implementor were both instrumental in developing a proposal entitled, "Project Bridges" (Appendix C) which has been submitted to the N.H. SDE-Vocational Education Division in Concord. This proposal contains many of the essential elements of the SCE project and, if funded, will ensure their continuation.

Objective #8.3 - Six months prior to the termination of NHSDE involvement in the project, the Director will have developed a planned strategy to diffuse information about the products and processes of the project that will result in 20 inquiries from other districts relating to the possible adoption or replication of key elements of the Somersworth Career Education Project.

COMMENTS:

. No formal planned strategy has been developed although through contacts with USOE officials in Washington the project is receiving numerous requests for information and samples of CE materials, many of which are still in the development stages.

The Somersworth Career Education News (SCEN) bulletin is available and the project has received numerous requests for further information about its activities.

RECOMMENDATIONS:

. Once materials are in a form for distribution then perhaps much of the dissemination - diffusion can be done through the N.H. Facilitator Project.

GOAL 9 - To design, develop and implement a strategy that will insure an effective, coordinated K-12 pupil-centered guidance and counseling program for the Somersworth School District.

Objective #9.1 - Between February 1 and June 30, 1975, a Guidance and Counseling Planning Committee will develop a statement of goals and a Management by Objectives Model for the elementary and secondary guidance and counseling component of the Somersworth School District. The model will address student guidance/counseling needs in at least four areas:

1. *Academic*
2. *Vocational*
3. *Career*
4. *Social*

COMMENTS:

. Because of time/personnel constraints the direction and focus of this objective was shifted. The district obtained a new assistant superintendent with an interest in learning disabilities and this along with new legislation dealing with the disabled child necessitated a shift in the guidance department resources.

Objective #9.2 - A minimum of 6 visits, supported by SCE will be made by Somersworth Guidance and Counseling personnel to: career education conferences; model career education projects; and other activities that would serve to advance career education in the Somersworth School District.

COMMENTS:

. Ray Parkins and several high school teachers did attend conferences at Wentworth-By-The-Sea and Loon Mountain which discussed Career Counseling Guidelines.

Objective #9.3 - By June 15, 1975, the Guidance and Counseling Planning Committee will review existing district philosophy/policy regarding pupil testing (cognitive, affective, interests, aptitude) and make recommendations for a comprehensive testing program to meet pupil-educator needs.

COMMENTS:

. This objective was partially achieved since the Somersworth Pupil Personnel Services Committee did discuss the evaluation, assessment and placement of disabled children and guidelines were developed.

GOAL 10 - To provide the teachers and administrators of the Somersworth School District with the necessary information, skills and materials for the effective implementation of K-12 Career Education Program in the school district.

Objective #10-1 - The SCE Resource Center and Resource Coordinator will provide:

1. *Student career information*
2. *Teacher/administrator career awareness*
3. *Instructional materials development and use*
4. *In-service (career education) training program development*

and by June 15, 1974 the Resource Center will have been utilized by a minimum of 50 district teachers to acquire information/materials related to career education in their classrooms.

COMMENTS:

. The CE Activities Information Form shows the Career Information Resource Center as being used 25 times to date by teachers

responding to the form. Middle School teachers misunderstood the question and thought it asked if they visited the Resource Center which most haven't. Many however, do use the materials.

. Undoubtedly the center has been used more than was indicated since many of the visual aids, films and units used by teachers were obtained through the Career Information Resource Center.

. Some training was indicated on the CE Activities Information Form as having been provided by the center but mainly it was in the use of audio-visual materials or equipment such as the video tape.

. An interesting phenomenon is that the film series "Bread and Butterflies" which was purchased by the state with part of SCE monies is now located in the North Country Media Center (Gorham, N.H.) and in the University Film Library. Somersworth teachers, however, are requesting it from Gorham simply because the only cost is postage whereas at UNH the rental fee is $5. "Bread and Butterflies" has also now been put on video tape by the Somersworth Project and is available to district teachers in that form.

. The Resource Center contains over 500 "kits" both print and non-print. Most materials are non-consumable and the levels (elementary, middle and high school) are well represented.

. Awareness of the Resource Center's activities was done primarily through newsletters and personnel contacts although each teacher did receive a catalogue containing a listing of career education materials by levels.

. Most materials are available to teachers for at least 2 weeks. Calls are often received by the Center from teachers looking for sources of career education materials not available through the center.

. All purchases of materials for the Resource Center must be approved by the Career Education Implementor, Ms. Klaiber.

RECOMMENDATIONS:

. In addition to providing hardware and software to teachers relative to career education the center, under the direction of the Project Director and CE implementor should also be the focal point of in-service training for teachers. This training should be directed at at least three levels:

1.) awareness of the Career Education concept for teachers/administrators

2.) what can be done in terms of career education within the existing curriculum and district resources

3.) what additional/supplemental career education activities can be developed by teachers

. The catalogue should be revised and updated for next year and in addition to listing materials by levels there should be a separate listing for print and non-print materials.

. The Resource Center coordinator did express a need for more video-tape and for more materials in the career areas of TV and Filmmaking.

. Mr. Pryor also assisted in establishing a Speakers Bureau for the Middle School to expose students to adults functioning in a variety of career areas.

Objective #10-2 - The Project Implementor will re-create by October 1, 1974, Implementation Teams for each building of the Somersworth School District. The teams will be composed of 3-5 teachers each, and will be responsible for determining the direction of activities within individual buildings using the SCE proposal as a guide.

COMMENTS:

. This objective has been addressed under Goal 7, Objective 7.2.

APPENDIX A

SOMERSWORTH CAREER EDUCATION

Teacher/Classroom Career Education Activities Information Form

School Name [redacted] Date [redacted]

Grade Level [redacted]

Teacher Name [redacted]

Reporting Period (i.e. day, week, month) [redacted] to [redacted]

Instructional Resources and Methods (Indicate with numbers where appropriate, those experiences to which your students have been exposed during the reporting period).

	Number of Occurences	Total Number of Students
Values Clarification/Self Concept (Middle School see attached sheet).		
Outdoor Education		
Other (Role Playing/IALAC/SRA/DUSO etc.)		
Decision Making		
Career Awareness Field Trips		
Career Guest Speakers in class		
Career Observation-Interview		
Career Role Playing		
Career Games		
Careers Presentation/Discussion		
Career Education Class Projects (e.g. school store, newspaper)		
Career Education Audio-Visual presentations (e.g. "bread & butterflies", tapes, filmstrips)		
Simulated Work Experience		
Matching (student shadowing worker)		
Career Awareness Mini-Courses		
Occupational Experience (cooperative training)		
Career Preparation Activities		
Leisure Time Activities		
Use of Career Information Resource Center		XXXX
Other (specify)		

Give details on back

BEST COPY AVAILABLE

Please give a brief description of each activity implemented. For each activity, check the appropriate evaluation response. Use additional sheets if necessary.

Activity _____

Date (s) _____ # of students _____

Place _____

Materials/Resources/ People etc. _____

Evaluation: _____ 1. Excellent interest and motivation

_____ 2. Average interest and motivation

_____ 3. Poor interest and motivation

Activity _____

Date (s) _____ # of students _____

Place _____

Materials/Resources/People etc. _____

Evaluation: _____ 1. Excellent interest and motivation

_____ 2. Average interest and motivation

_____ 3. Poor interest and motivation

Activity _____

Date (s) _____ # of students _____

Place _____

Materials/Resources/People etc _____

BEST COPY AVAILABLE

Evaluation: _____ 1. Excellent interest and motivation

_____ 2. Average interest and motivation

_____ 3. Poor interest and motivation

APPENDIX B

2/5/75

REPORT
Career Mathematics

by
Michael K. Watman

The following is a report on the semester one Career Mathematics course, in part funded by the Somersworth School District Career Education Project. Listed are "Expected Student Outcomes" as proposed, along with a brief summary of the actual results.

1. "The number of students desiring to enroll in the program will exceed the target number of twenty-five by twenty percent."

Twenty-four students initially enrolled in the program and none requesting registration were turned away. The objective was not met.

2. "The program drop-out rate will not exceed ten percent."

Three students enrolled in the program left school during the program. During this same period, two students were added to the course after the initial registration period. No student dropped the course while remaining in school. It is considered that the objective is met.

3. "Eighty percent of the students completing the program will demonstrate increased achievement in career-related mathematics skills as measured by pre- and post-tests."

All students enrolled in the program demonstrated increased achievement. A summary of results is included as Appendix A.

4. "Seventy-five percent of the students completing the program will show a more positive attitude toward their competence in career-related mathematics as measured by pre- and post-attitude surveys."

Sixty-eight percent of these students demonstrated a more positive attitude toward their competence. The objective was not met. A summary of results is included as Appendix B.

5. "Seventy-five percent of the students completing the program will show an increased awareness of the importance of mathematics in their career needs as measured by pre- and post-attitude surveys."

Ninety-nine percent of the students demonstrated the increased awareness. The objective was not met. A summary of results is included as Appendix C.

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APPENDIX A

The mean percent score on the pre-test of skills was 36.9. The mean percent score on the post-test was 52.6. It should be noted that the test is not standardized and that no control group was available for comparison.

The following is a listing of individual student scores (in percents) on the pre- and post-tests:

Pre-Test		Post-Test
0	---	5
15	---	33
15	---	45
17	---	22
25	---	38
25	---	30
25	---	63
28	---	54
30	---	38
30	---	43
33	---	42
33	---	44
38	---	48
44	---	53
44	---	68
50	---	58
50	---	73
56	---	72
58	---	67
58	---	79
67	---	79
71	---	88

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Appendix B

SELF-RATING OF MATHEMATICAL ABILITY

"Rate your own ability in each of the following areas by circling one of the numbers. The ratings run from '1', which means 'poor' to '5', which means 'excellent'".

	1	2	3	4	5	mean
Whole Numbers						
Pre-	0	2	3	7	5	3.8
Post-	1	0	2	10	5	4.0
Fractions						
Pre-	2	1	6	7	3	3.4
Post-	2	1	4	8	4	3.6
Decimals						
Pre-	3	4	3	7	2	3.0
Post-	1	3	6	7	2	3.3
Percents						
Pre-	3	4	6	3	3	3.0
Post-	0	5	10	4	0	3.0
Word Problems						
Pre-	2	4	6	6	1	3.0
Post-	0	4	7	5	3	3.4
Geometric Figures						
Pre-	8	5	4	2	0	2.0
Post	6	4	4	3	2	2.5
Measurements						
Pre-	0	3	6	5	5	3.6
Post-	1	0	4	6	8	4.0
Algebra						
Pre-	9	3	3	4	0	2.2
Post-	5	4	6	4	0	2.5

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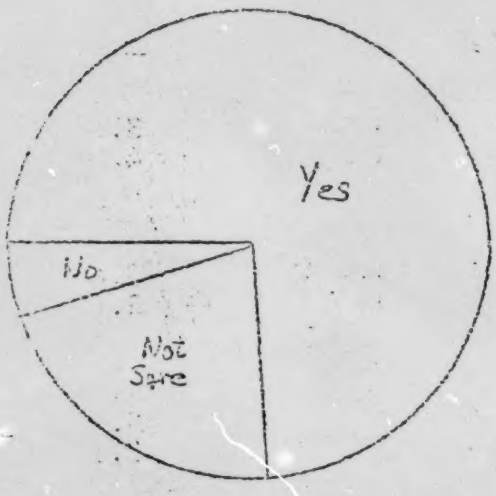
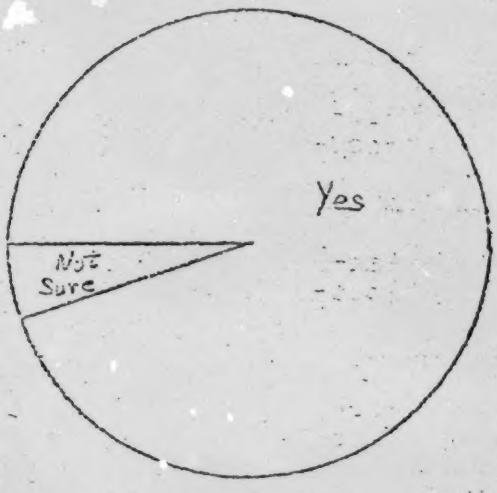
1. "Do you know anyone in (career area) who often uses math on the job

Pre-Test



Post-Test



2. "Do your parents tell you that a good understanding of math is needed in (career area)?"

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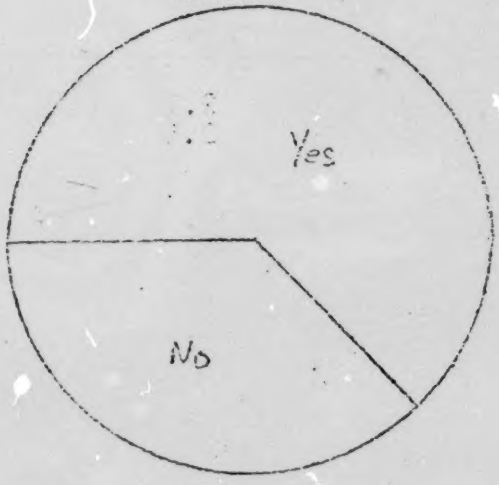
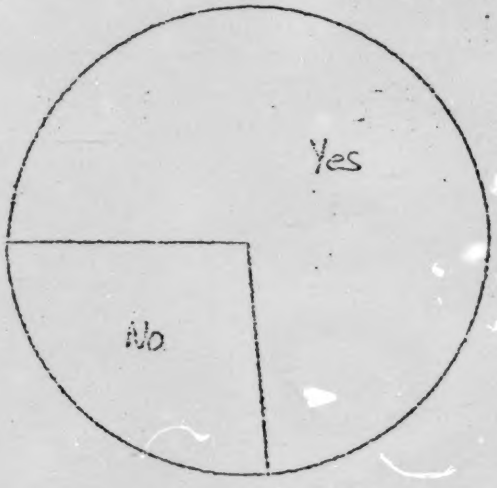
Pre-Test

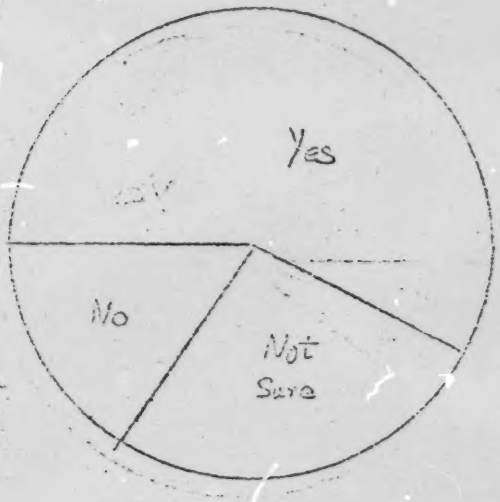


Post-Test

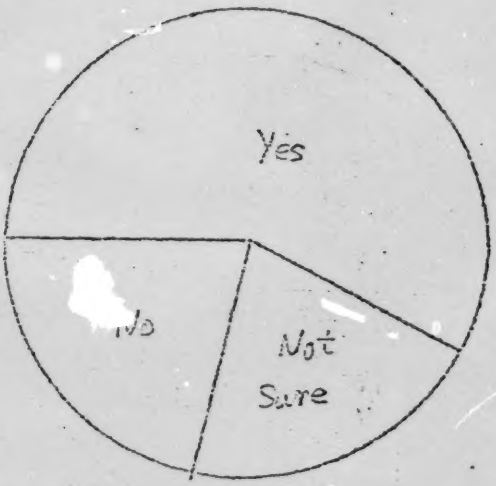


3. "Are you really going to need a lot of math to do well in (career area)?"

Pre-Test



Post-Test



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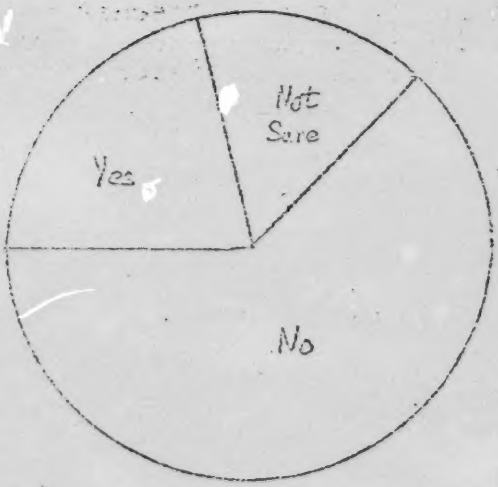
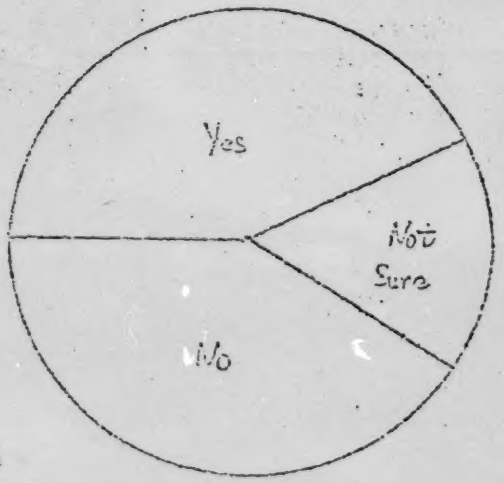
4. "Do you worry about knowing enough math to do a good job in (career area)?"

Pre-Test

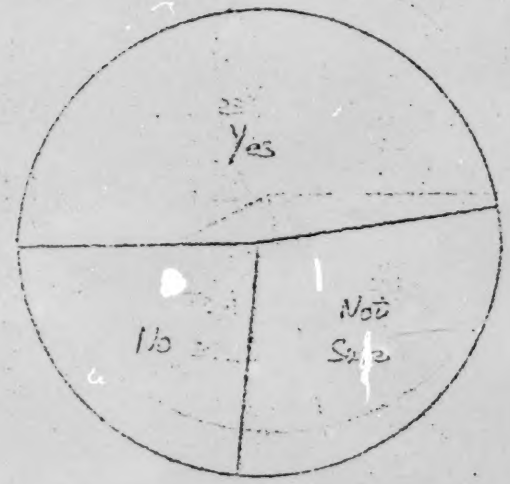


Post-Test

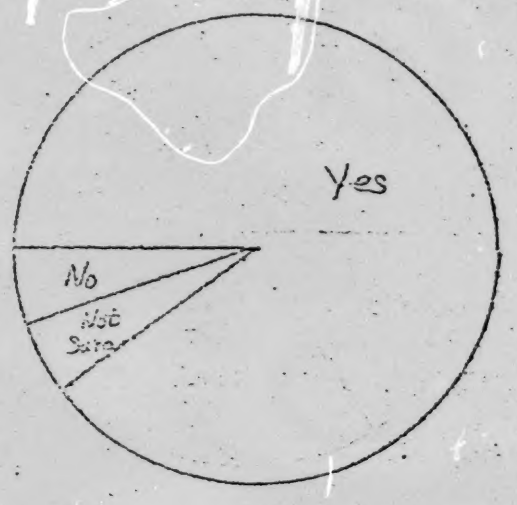


I. "Would you tell some of your friends to take this course if they wanted to learn the math that is needed in (career area)?"

Pre-Test



Post-Test



- - -

Comments were solicited from students regarding possible improvements in the program. Three were received and they are reproduced, verbatim, below:

"This course was alright because if you really wanted to learn something you could. and I did."

"Change different time not 6th period"

"no comment - it's was a great class and I hell of a good teacher who can take alot, and also dishout a little, too. If it would have been any other teacher teaching this class we would have never gotten as far as we did. The End."

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APPENDIX C

Abstract Title: Project Bridges: "Spanning the Gap Between Education and Earning a Livin

Project Director: Norman D. Yeaton

Applicant Organization: Somersworth School District

Total Funds Requested: $327,663.00

Duration of Project: July 1, 1975 - June 30, 1978

The primary purpose of Project Bridges is to eliminate the gap between school and earning a living for the youth of the Somersworth School District. Emphasis is also placed on furthering cooperation between public education and the local business/industry community as well as the expansion of occupational aspirations and opportunities for all youths.

These goals will be met through components in guidance, clustering, articulation and special needs. The guidance component is divided into two phases. Phase I insures guidance for the individual from grade one until a tentative vocational choice is made while Phase II focuses on the students' guidance needs from the time of a tentative career choice until that student no longer requires guidance services. There is a strong emphasis in guidance, counseling, placement and follow-up by a team of persons including the parents, vocational teacher/advisor and guidance counselor as well as the student.

The clustering component focuses on career preparation in the clusters of agri-business; construction; business and office; hospitality and recreation; and communications and media. Proposed are increased career preparation offerings within the school in these clusters and a greatly expanded program of career preparation in the community. In addition to the already existing cooperative education sites a minimum of 20 different community training sites will be developed in the public sector during the first year while the second year will see an additional twenty sites and instructors being accredited in the private sector of the business/industry community. The proposed program will provide training in career options both longitudinally across a cluster as well as vertically along a career ladder.

Another component provides for articulation between the proposed programs and the existing career education program in grades 1-12, the vocational program already in existence, and career preparation programs in regional post-secondary institutions.

The final component of student objectives addresses the unique problems faced by students with special needs such as handicapped, learning disabled and "dropped out" individuals.

A series of management objectives detail a system of administering the project. Included in this system are provisions for needs assessment, progress reporting, internal and external dissemination, and evaluation.

Project Bridges provides the impetus for extensive cooperation between students, parents, teachers, counselors and the business/industry community. This cooperative effort will provide youth with the skills and attitudes needed to succeed in life.

SOMERSWORTH CAREER EDUCATION QUESTIONNAIRE
(Please check the appropriate response)

APPENDIX D

1. As a result of the Somersworth Career Education Project, my classes are experiencing _____ career related activities than they did before the project.

   ____Many more ____Few more ____About the same number of ____Fewer

   Comments: _____

2. I would say the general leadership and services provided by the project staff has been _____.

   ____Very satisfactory ____Satisfactory ____Somewhat satisfactory ____Unsatisfactory

   Comments: _____

3. I believe career education should be one of the top three priorities for my school and the Somersworth School District.

   ____Strongly agree ____Agree ____Disagree ____Strongly Disagree

   Comments: _____

4. I feel that my students have demonstrated a significant (observable/measurable) increase interest in career awareness as a result of the Somersworth Career Education Project.

   ____Strongly agree ____Agree ____Disagree ____Strongly disagree

   Comment: _____

5. I feel that my students have demonstrated (observable/measurable) increase in their knowledge of career education related areas, i.e., values, decision-making, occupational clusters, career exploration, etc., as a result of the Somersworth Career Education pro

   ____Strongly agree ____Agree ____Disagree ____Strongly disagree

   Comments: _____

6. If you could repeat these last two years over, what things about the Somersworth Career Education Project would you retain and what would you change?

   RETAIN CHANGE

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(Continued on back)

APPENDIX E

"PAGE ONE PROGRAM"
"POP"
Somersworth Middle School

Program Benefits:

1. Gain more self confidence
2. Build your self image
3. Set clear goals
4. Develop more enthusiasm
5. Learn to express yourself more effectively
6. Develop better human relations
7. Gain more ease in conversation
8. Learn to solve problems and make decisions
9. Learn how to motivate yourself more easily
10. Discover and unlock hidden potential

Student Objectives:

1. The student will show a significant increase in self-esteem (pre-test post-test)
2. The student will demonstrate goal oriented behavior by setting and meeting goals on a weekly basis.
3. The student will develop the skills necessary to deliver a specified (by time and topic) personal talk to a large group.
4. The student will demonstrate, in written form, the knowledge of a problem solving and decision making technique.
5. The student will establish some short and long range goals.
6. The student will consciously and observedly behave so as to positively reinforce his peer group members.
7. The student will accept the recognition and praise of his peers and adults.
8. The student will volunteer to speak openly before peers and adults.

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Teachers' Summary Sheet

Lesson #1: You Can Do Almost Anything You Want to Do

Student Activities:

1. List all the good things about yourself
2. Write a description of the person you would like to be.
3. Tapes #1 & #2---optional

Follow-up talk: tell about your good points, or describe the person you would like to be.

Lesson #2: Set Daily Goals to Help You Achieve What You Want

Student Activities:

1. Make a list of things you would like to change about yourself.
2. Write down 1 goal each day and try to achieve it.
3. Tape #3--optional

Follow-up talk: Tell how setting daily goals has or has not helped you.

Lesson # 3: When You Are Friendly to Others They Will Be Friendly to You

Student Activities:

1. Pay someone a sincere compliment each day.
2. Choose someone who has never been friendly to you and try to be friendly to him or her.
3. Make an effort to really listen to what others are saying.
4. Tape # 5--optional.

Follow-up talk: Tell which of these activities you tried, how you did them, and what happened.

Lesson #4: You Can Learn to Solve Problems and Make Decisions.

Student Activities:

1. Use the problem-solving technique outlined on the student handout
2. Use the decision making technique outlined on the student handout.
3. Tape #6--optional

Follow-up: Tell how using one of these techniques did or did not help you.

NOTE: After each session the team members will vote for the Action Award, and the teacher will select the improvement award winner.

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POP Program---Lesson #1

The first lesson in the POP Program is that YOU CAN DO JUST ABOUT ANYTHING YOU WANT TO DO.

That's a very important lesson to know, and you'll find out how true it is in the next few weeks. It's not automatic, though. There's a catch, and if you've already listened to the first POP tape, you know what it is.

You can do almost anything you think you can do. That's the real secret, and it has a partner. You can't do anything you think you can't do.

Joe was a good baseball player because he thought he was a good baseball player, and he couldn't do well in math because he thought he couldn't do well in math.

The first step in doing anything well is to know you can do it well. You can see why to use this secret, you need to really exercise your believer.

Here's a good way to learn to believe in your own special abilities.

First, write down everything you already do well. This is very important, so take your time and try to fill in most of the lines on the next page. Take all this week if you want, and, every time you think of something else you do well, remember to write it down. Don't forget things you do well at home, and at school, and when you visit other people, and things you do alone and with friends. Remember work-type things and play-type things, and, if you hit a snag, your parents can probably give you some ideas. You'll be surprised at how fast your list grows.

Now, every night for several nights, look at yourself in the mirror and read your list. It will soon be plain to you that if you can do all those things well, you can do other things well, also. You'll stop worrying about things you do poorly--and you should--and you'll come in on the really special things about yourself. You'll know how special they are, and sure enough, you will be able to do just about anything you want to do.

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POP PROGRAM

[illegible] never been friendly to me.

[illegible] people reacted when I really tried to listen to them.

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[illegible]

[illegible] PROBLEMS AND MADE DECISIONS

[illegible] a Problem

Write down what your problem is.

Write down all the causes of your problem.

Write down everything you could do to solve your problem.

Go back and number your list of possible solutions, starting with the one that seems most likely to work and ending with the one least likely to solve your problem.

Now start trying your list of possible solutions starting with the one you think is most likely to work for you.

[illegible] a Decision

At the top of a sheet of paper write a description of the decision you have to make.

Now fold a sheet of paper and draw a line down the middle.

On one side write down all of the bad things that might happen; on the other all the good things that might happen.

Compare your two lists.

Now make your decision and stick to it.

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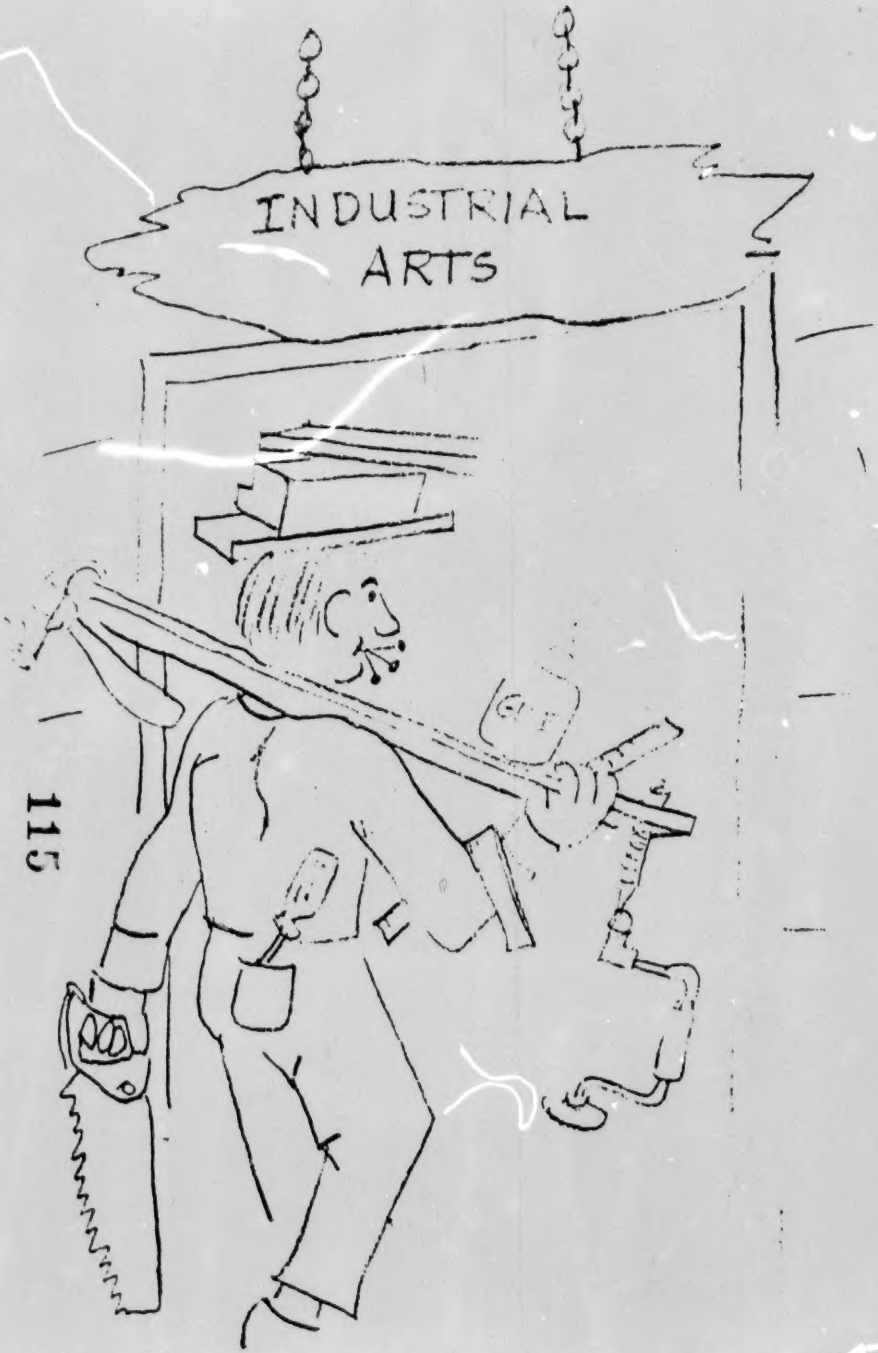


INDUSTRIAL ARTS OFFERINGS

Art Metal - You will make dishes, trays, plates, or other useful items out of aluminum or copper sheet by beating with a mallet.

Boys' Wood - You will construct a project of your choice. Requirement: at least one project of wood, and one outside assignment or report.

Cast Jewelry - You will learn how to create small items in metal by casting them. Requirements: Make and invest a pattern, cast an item, polish a casting and identify various occupations that are related to this course.

Construction - You will help build a play structure for elementary children, or some other small construction project. Prerequisite: You should have completed at least one woodworking mini-course, AND have your teacher's permission. Requirement: An outside report on the various construction occupations.

Drafting - The series of courses that will run for the entire year will include three-view drawing, dimensioning, isometric and oblique drawing, free-hand sketching, and plane geometry - which is the construction of common geometric shapes.

Girls' Wood - You will learn to use basic hand tools to construct at least one project of wood.

Small Engines - You will learn how engines work by disassembling and reassembling a small engine. You will also learn the names of major parts of an engine. Requirement: One outside project or report.

HOME ECONOMICS OFFERINGS

Bachelor Living - Boys will study foods and nutrition, personal grooming and care of clothing, wise-consumer shopping, and the roles of a man in the family. We will explore careers relating the various areas of study, and we will take field trips into the community to better explore these careers.

Child Care & Development - Students will study the life span from conception through the preschool age child. Students will study the health, safety, play, nutrition of the normal child. Finally, a party for community children will be planned and executed so girls may observe the child at play. We will explore careers related to the field of Child Care & Development and Human Relationships.

Clothing Construction I - Girls will learn to properly operate a sewing machine. They will select a project to be constructed in class. Cost of the course will cover necessary equip-

Weaving I - You will learn how to select and identify yarns and fibers for weaving, how to use simple looms - such as the inkle loom - 2-harness looms, belt looms and tapistry looms, how to design simple color combinations, and how to make a variety of fabric patterns. We will also explore some commercial applications of weaving techniques. ($1)

Weaving II - (prerequisite Weaving I). In Weaving II we will continue the skills of Weaving I, and go on to the use of the 4-harness loom, design planning, and more advanced loom use. We may experiment in spinning and dyeing fibers for weaving, batik, and tie-dye. Cost - $1 for materials.

Wire Jewelry - (former name was Jewelry I). In this course you will learn how to cut, shape, bend, solder, and polish brass wire to make simple jewelry - such as rings, ear-rings, necklaces, chokers, tie-tacks, etc. You will learn all the skills necessary to make very nice jewelry, using cheap materials, and you may buy silver wire to make jewelry of better quality. Materials cost $1. Silver is extra.

how to use a story board, lighting, and projectors. We will also explore video-tape TV, if possible. When students are familiar with the equipment, we will form shooting crews and make several short movies and video-tapes. The course will cost $1.00 to help pay for film.

Painting I - This course is designed for students with little painting experience. In painting I, you will learn beginning use of water colors, tempera, and acrylics. We will explore composition, color theory, perspective, enlargement, and some important painting styles used by famous artists. Projects will include some on paper and on ceiling panels.

Painting II - (prerequisite Painting I). In this course, you will be concentrating your work in mostly oils or acrylics. You will learn more advanced methods and be expected to practice a lot. This course may be taught at the high school.

Printmaking - This is not a course on how to make letters. In printmaking you will learn how to make a linoleum plate, a wood block, or a silk-screen stencil, how to mix and apply ink, and how to print your design on paper or fabric. With the techniques and tools, you will learn to produce posters, calendars, note paper, book illustrations for your own use or for sale. We will explore some of the commercial uses of printing, and possibly visit a newspaper or print shop.

ment. Students will supply their own fabrics and notions. We will also be exploring careers for women in the field of Clothing & Textiles.

Home Economics Service Club - The Service Club will donate time and energy to help organize, decorate, and arrange the Home Economics laboratory for next year's Home Economics program. There are a variety of improvements to be made. Curtain, placemats, napkins and coverlets have to be sewn; equipment needs to be cleaned, and new equipment has to be bought - to name a few. I could use the help!

Kitchen Chemistry - Students will discover the "hows and whys" of food preparation, and understand the simple chemistry involved in breadmaking, candy making, making jellys and jams, pickling, ice cream making, etc. The cost of the course will cover supplies necessary. We will explore careers in the field of Foods and Nutrition.

Knitting/Crocheting - Students will learn the basics of knitting and crocheting, and then choose an individual project to be worked on in class - as well as at home. Materials will be supplied by students.

Macrame - Students will learn the basic knots - lark's head, square knot, double half hitch - and, using these, they will complete a project. Students supply their own materials.

ing, outline drawing, action drawing, perspective, composition, shading, and other skills. We will explore several commercial uses of drawings, as in book illustration, newspaper advertisement, design, fashion, etc.

Leather I - In Leather I, you will learn how to identify and select suitable leather, follow instructions in a printed pattern, make and use a cutting pattern, stamp designs, cut and punch leather shapes, bevel and slicker edges, apply stain and finish, and install rivets, snaps and buckles. You will learn all the skills you need to make belts, billfolds, keycases, bracelets, and simple pouches and handbags. We will provide all the tools, stains, and finish. You must provide your own leather and hardware, or buy it.

Leather II - (prerequisite Leather I.) In this course you will learn how to make a pattern and use it to create an original leather product. We will stress quality of workmanship. You will learn how to trace designs and carve them on leather, how to use color in your design, and how to apply antique finish. Since this course is more advanced, there will be more choice of possible projects and hardware.

Media - In Media, you will learn about different types of movie cameras and films, and how to use them. You will learn the terms necessary to plan and shoot several short movies,

Ceramics I - In Ceramics I, you will learn how to trim and prepare cast ceramic greenware for firing, how to select and apply stain, glaze, and underglaze. You will learn all the techniques necessary to make plates, cups, bowls, figurines, plaques, etc. We will supply the materials and firing, but you must pay for the greenware shapes you use.

Ceramics II - (prerequisite Ceramics I) In Ceramics II, we continue what you learned in Ceramics I, and learn more advanced techniques of stain and glaze application. We will also use new brush techniques with underglazes and strokes. Ceramics II is necessary before you can be a Ceramics PI. Materials and costs are the same as Ceramics I.

Ceramics III - (prerequisite Ceramics II) This course will prepare you to be a ceramics PI, or to work in a ceramics studio. You will learn how to make and use ceramics molds, how to use cast ceramics to make banks, lamps, tableware sets, and other useful and saleable products. Cost sharing and reduced rates may be possible, as in a minibusiness.

Drawing I - In Drawing I, you will learn how to draw better. You may be a poor drawer or very good. You will learn to be better. We will practice contour drawing, figure draw-

Sewing For Boys - Boys will learn to operate a sewing machine. They will select a project, and then construct it in class. Cost of the course will cover the equipment necessary for projects. Students will supply their own fabrics and notions. We will also be exploring careers for men in the field of Clothing & Textiles.

PHYSICAL EDUCATION OFFERINGS

Archery I - Includes basic archery techniques, such as proper stance, hold, draw and release, bow stringing and other aspects of archery, including specific exercises for this sport. Tournament shooting, rules and field archery will also be included. Completion of course requirements and final exam are necessary for credit.

Archery II - (to be offered at future time - such as lunch hours, 11:00 to 12:00). This will include a review of the fundamentals, as well as an introduction to advanced techniques, such as shooting from the sitting and kneeling positions. We will also cover field archery and some hunting techniques. Prerequisite to this course is Archery I, which was offered this past fall, and will be offered in the next round.

Campcraft - This will include camping first-aid, fire building techniques, outdoor cooking, hiking, map and compass reading, and temporary shelter building. Fulfillment of course requirements, with final exam, necessary to receive credit.

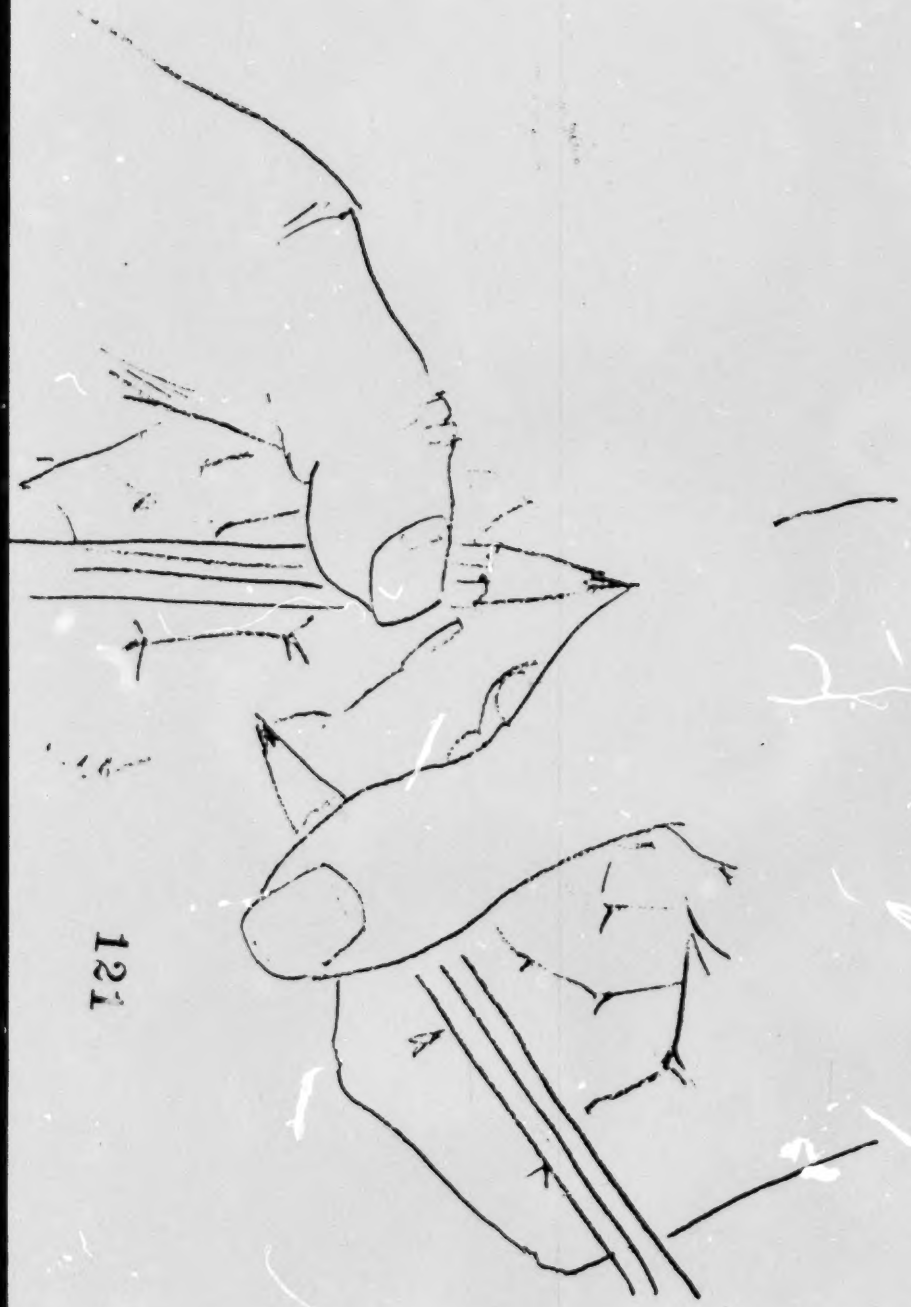
ART OFFERINGS

Architecture I - In Architecture I, you will learn how to make floor plans and elevations of houses, how to dimension plans, use basic drafting tools, and architectural symbols. By the end of this course, you should be able to design and draw a simple house in a way that it could be built, and be able to understand most blueprints of houses.

Architecture II - (prerequisite Architecture I) In this course, we will explore construction design and building practices used in the housing industry, basic materials and how they are used. We will study plumbing and electrical symbols and their use in design. You will probably build a model of a house you have designed. We will try to visit an architect, and some buildings under construction.

Cartooning - In cartooning, you will learn how to design and draw cartoon characters with pencil, pen and brush, how to make expressions, action, and design backgrounds. We will study picture balance (composition) and how cartoons carry information. We will explore several areas of commercial art - and may make a booklet that could be published.

Cast Jewelry - (former name was Jewelry II.) See Industrial Arts list.



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Gymnastics - This will include conditioning and basic skills development to perform in five gymnastics events. These events will be the floor exercise, using the mats (stunts, tumbling, balance and movements), the parallel bars (girls will use the unevens), the still rings (boys), the vaulting box, to some extent the trampoline, and the balance beam for girls. Much Independent Work will be necessary to fulfill the course requirements and to develop a good gymnastics routine for the final exam. It will be required to change clothes in order to move freely. Prerequisite to this course is a willingness to work hard to improve in all aspects of gymnastics, including each piece of equipment used.

Outdoor Education - Hiking - In this course, you will learn the basics for safe traveling and camping in wilderness areas. You will learn first aid, trail safety, map reading, compass use, camp cooking, meal planning, camp craft, AMC and NFS trail codes, and other skills necessary for enjoyable back-packing. You will learn to identify various animals, birds, plants, and minerals found in our hiking region. The group will take one local overnight hike and a three-day hike in the White Mountains. Students must provide their own food and equipment.

Softball - This will cover playing skills, such as batting techniques and fielding skills, as well as playing strategy, base running, etc. Fulfillment of requirements necessary for course credit.

Square Dancing - This will include an introduction to the dance steps and formations leading up to more advanced movements by the end of the course.

Track and Field - Includes much running and will cover running techniques, pacing yourself, and training techniques. The events we will cover are the 100 yard dash, the 220, 440, 880, 1 mile run, and 880 yard relay. We will also deal with as many field events as equipment and time allow; such as the shot put, discus throw, possibly the javelin throw, the high jump, the long jump, and softball throw. Requirements must be met to receive credit, one such requirement is participating in the School Olympics.

Wrestling - This will include much conditioning and specific exercises related to the sport of wrestling. Also, we will present offensive and defensive wrestling moves, learn the point system, rules, and have wrestling matches according to your weight and teams. You must simply be willing to improve in the wrestling skills to fulfill the course requirements and meet the challenge of the final exam. A change of clothes is required to participate.

MINI-COURSE

OFFERINGS

SOMERSWORTH MIDDLE SCHOOL

APPENDIX G

10/28/74

SOMERSWORTH CAREER EDUCATION

DISSEMINATION STRATEGY

1. SCENEWS* (Somersworth Career Education News) monthly newsletter audience.
    a. All district personnell
    b. School board
    c. State Department - Officials - Concord (-5)
    d. Career Education in New Hampshire (-5)
    e. Legislators (-4)
    f. National audience (-4) (Hoyt, Rhett, High, Cardoza)

2. Newspaper coverage - Fosters and Free Press
    a. General Article beginning November with pictures
    b. At least monthly articles thereafter
    c. Paul King High School column

3. "Fire and Ice" school newspaper

4. Workshops and Conferences
    a. New Hampshire Guidelines - October 26, 1974
    b. Operation Guidance - October 9-12, 1974
    c. Hopkinton High School - October 30, 1974
    d. A.V.A. Convention, New Orleans - December 6-11, 1974
    e. Resource Center Open House - September (district staff)
    f. Presentation to"Psychology of Vocational Development" class, U.N.H. - October 16, 1974